

QUARTERLY

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The Future Direction of
The College of New Rochelle

**CNR Awarded
\$14 Million in Federal
Grants to Support
Student Success**

(story on page 2)

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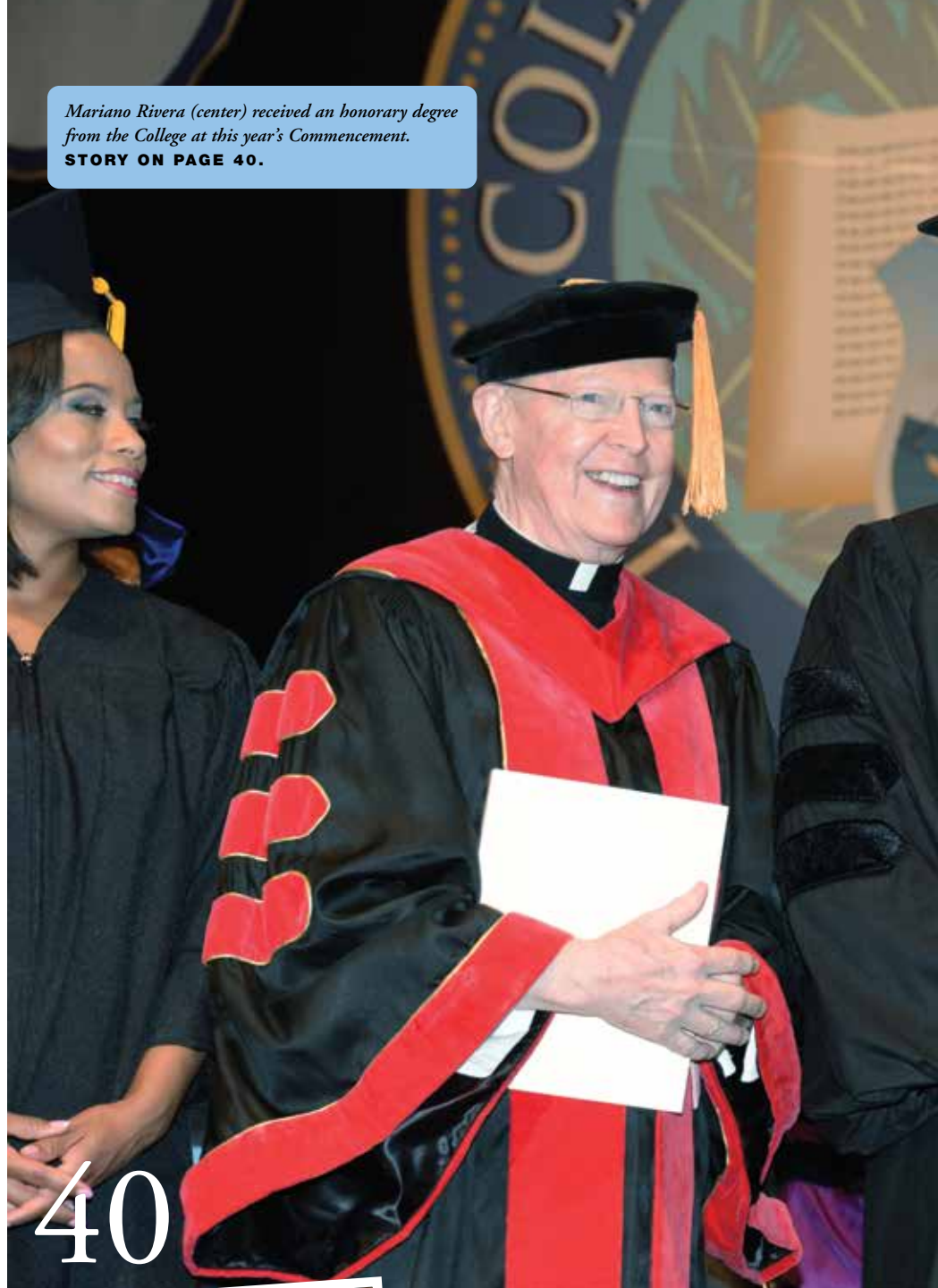
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Maura Lawn at The College of New Rochelle.
Photo by John McKeith.

Mariano Rivera (center) received an honorary degree from the College at this year's Commencement.

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College Awarded \$14 Million in Federal Grants to Support Student Success



The College has been awarded two grants totaling \$14 million from the U.S. Department of Education to support student success. The largest grant in the College's history, a \$10 million Title III grant from the U.S. Department of Education will fund a comprehensive program to enhance students' learning experiences in the Schools of Arts & Sciences, Nursing, and New Resources through innovative, collaborative learning strategies. A \$4 million grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), First in the World (FITW) program will support the pilot testing of Mentoring, Undergraduate Research, and Augmented Libraries (MURAL), which aims to improve adult students' grades, retention, and four-year graduation rates in a variety of settings and collect data on successful practices to share with institutions who serve similar student populations.

"Receiving two such significant federal grants within weeks of each other is truly a validation of the College's ability to improve our students' success," said CNR President Judith Huntington. "These grants provide crucial funding that will revolutionize

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the College's ability to deliver outstanding educational opportunities and achieve superior student outcomes.

"We are grateful to have this opportunity to collaborate with the Department of Education in our shared commitment to transforming communities through the power of higher education and are firmly committed to carefully and prudently steward these resources to achieve the desired programmatic results and to maximize student success."

With the Title III grant, the College will expand and strengthen its innovative teaching model across its six campuses. It will also fund the renovation and expansion of state-of-the-art science facilities to better prepare students in nursing, science, and mathematics, as well as in other high demand STEM disciplines, where a diverse workforce is vastly underrepresented.

Led by Ana Fontoura, the Dean of CNR's Libraries, MURAL will create librarian-faculty-writing specialist-student services/case manager teams that undertake professional development, produce curriculum, and provide services. These newly revised research-infused curricula and support services will be integrated into the College's academic programs, further strengthening how students use technology, information, and language efficiently and effectively. MURAL also includes enhanced services for the College's six campuses: greater access to librarians and the creation of a Learning Commons (an open space that

provides electronic library resources, information technology, intensive writing assistance, support for online education, in-person and online tutoring, and collaborative group work).

CNR was one of just 24 institutions selected for the FIPSE grant from nearly 500 applicants. "We are proud to stand beside such an impressive list of college and universities, which include Northeastern University, Bryn Mawr College, and Purdue University, in striving to improve student outcomes," said Huntington.

U.S. Secretary of Education Arne Duncan said, in announcing the recipients of the FIPSE grants. "Each grantee demonstrated a high-quality, creative, and sound approach to expand college access and improve student outcomes."

"This is great news for The College of New Rochelle and its students," said U.S. Senator Charles Schumer. "This will ultimately help The College of New Rochelle prepare students for the work force while they are on campus and provide them the skills they need to succeed after graduation."

"Investing in education at The College of New Rochelle will help students start out strong and go as far as their own hard work will take them. This is a major investment that will allow students to get the education and resources they need for the careers of the future; and by focusing on student retention and increasing graduation rates, we give every student the opportunity to thrive," said U.S. Senator Kirsten Gillibrand.

—Lenore Carpinelli

CNR Becomes First Private College in Mid-Hudson Region to Earn START-UP NY Designation

The College is the first private college in the Mid-Hudson Region to be designated as a START-UP NY location. The College will now begin accepting applications from qualified “high-technology” businesses that align with its academic mission.

“We are very pleased to have been selected for the START-UP NY program and extremely proud to support Governor Cuomo’s transformative initiative to stimulate economic development in New York by growing business and creating jobs,” said CNR President Judith Huntington.

Through the program, CNR will seek to establish a partnership with high-tech businesses in fields such as biotechnology, information technology, re-manufacturing, advance materials, engineering, or electronic products. Approximately 20,000 square feet within Maura Hall has been designated for use by the selected business.

“This opportunity is particularly important to us because it personifies The College of New Rochelle’s commitment to embracing an

entrepreneurial spirit,” said President Huntington. “Through our participation in this program, our students will benefit from internships and experiential learning opportunities. This partnership will also create new employment opportunities and attract new investment locally, spurring additional economic growth in New Rochelle and across the Westchester area.

“This big win for both The College of New Rochelle and the City will help position New Rochelle as a leader in leveraging higher education to promote job creation and economic growth,” said New Rochelle Mayor Noam Bramson.

Described by Governor Andrew Cuomo as “the most ambitious economic development program in New York’s recent history,” START-UP NY provides major incentives for businesses to relocate, start up, or significantly expand in New York State through affiliations with public and private universities, colleges, and community colleges. Eligible businesses have the opportunity to operate state and local tax-free and their employees to pay no state or local personal income taxes for up to ten years, while partnering with higher education institutions.

In order to be eligible for the program, businesses must be a new company in New York State, a company from out-of-state that is relocating to New York, or an expansion of a company that already has employees in the state.

—Elizabeth Weisman

CNR STRATEGIC PLAN GOALS & OBJECTIVES

Developed through an institution-wide, collaborative process, the goals of the College’s strategic plan will be instrumental in shaping the future of CNR, allowing it to thrive and its students to be successful.

21ST CENTURY ACADEMICS

- Create innovative program offerings that are grounded in the liberal arts and responsive to a changing environment.
- Develop programs that distinguish and strengthen our academic program across the institution.
- Provide innovative holistic programs to support student success.

STRATEGIC ENROLLMENT MANAGEMENT

- Achieve optimal enrollment in every program institution-wide.
- Increase persistence to graduation institution-wide.

OPTIMIZING RESOURCES

- Reduce tuition dependency and expand alternative revenue streams.
- Improve operational efficiencies through optimal use of human and capital resources.
- Align resources with strategic planning goals and objectives.
- Comprehensive management of institutional risk.

ONE CNR

- Encourage institution-wide faculty and staff development and programmatic collaboration.
- Allocate resources and support across all campuses to ensure student success.
- Affirm institution-wide representative shared governance.
- Establish community-wide technological proficiency and digital literacy.

BRANDING & IDENTITY

- Promote an effective and consistent brand that clarifies our image and heritage and emphasizes our academic strengths and mission.



Executive Team Aligned with Strategic Plan

With the goals of the College's strategic plan providing a clear path for the future of CNR, the importance of ensuring that the College's executive team is comprised of leaders with the unique skills, knowledge, and experience that are aligned with these key initiatives is paramount. As a result, the executive team has been strengthened to include several new positions and personnel.

Over the summer, Dr. Colette Geary took on the newly created position of Senior Vice President for Strategic Initiatives, and Dr. Betty Roberts joined the College as Vice President for Finance & Administration. In addition, Kevin Cavanagh was named Vice President for Enrollment Management and Elaine T. White was promoted to Vice President for Student Services. Dr. Dorothy Escribano continues in her role as Provost & Senior Vice President for Academic Affairs, and Brenna Sheenan Mayer as Vice President for College Advancement.

DR. COLETTE GEARY

In her new role, Colette Geary will provide essential leadership, working across the institution to facilitate, administer, and advance the long-term strategic planning initiatives. Geary served as Vice President for Student Services at the College since 2010. Notable under Geary's leadership was the significant expansion of opportunities for students to engage in hands-on experiences that support learning, including career preparation and internships, service trips locally and abroad, and learning communities geared toward professional interests.

Geary launched a multi-year strategic plan for the Department of Athletics which capitalizes on the College's award-winning Wellness Center. The tremendous

recent successes garnered by the College's NCAA Division III athletic program demonstrate evidence of this revitalization, which continues to build momentum with the addition of incoming talented student-athlete recruits.

In the past year, Geary led a restructuring of undergraduate admissions to promote networking and communications about the unique features of a CNR education and its academic programs. This led to a substantial increase in both applications and acceptances among high school seniors for the fall 2014 class.



KEVIN CAVANAGH

Kevin Cavanagh comes to CNR from Icahn School of Medicine at Mount Sinai in New York City, where he was Senior Director of Enrollment Services and Student Information for a population of 1,090 medical, MD, PhD, and master's students. Prior to his appointment at Mount Sinai, he served as Assistant Vice President for College Admissions at Iona College for a population of more than 3,000 undergraduate and nearly 1,000 graduate students, and before that as Director of Admissions and Financial Aid at Manhattan College.

At Iona, Cavanagh was responsible for the enrollment of traditional undergraduates, evening and weekend adult students, transfers, and graduate students. He was instrumental in the development of a leveraging and discount model to achieve institutional quantitative and qualitative enrollment goals and coordinated the marketing of school programs with a creative mix of web, print, and media campaigns. During his tenure (2007-2012), Iona saw an 86 percent increase in undergraduate applications. Graduate student enrollment, likewise, increased over the same five-year period.

In 2012, Cavanagh moved to Icahn School of Medicine at Mount Sinai. As the Chief Enrollment Officer, he developed and executed a strategic plan for delivering enrollment services to meet the needs of the school, supervising the offices of Admissions, Registrar, Bursar, Health Insurance, Financial Aid, and Housing. Additionally, he helped develop FlexMed, an early assurance admission protocol for college sophomores applying to medical school, oversaw disability services, and contributed to distance learning initiatives at the school.

In addition to his leadership service at three of New York's finest institutions of higher education, Cavanagh has been a leader within his industry, having served on the Executive Board of the New York Association of College Admissions Counseling and elected as a State Delegate representing New York at the National Assembly of the National Association of College Admissions Counseling.



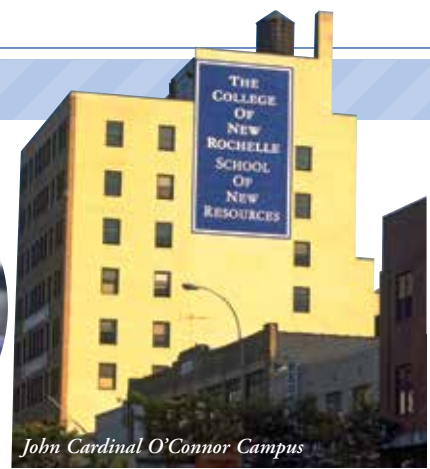
DR. BETTY ROBERTS

Betty Roberts brings to the College more than three decades' experience in administrating operations within collegiate environments, with particular experience in information technology, sustainability, finance, senior management, and organizational development. In her previous roles at various universities, she has been responsible for notable changes, including the revitalization of administrative processes, renovations to facilities, and forging successful partnerships with community, corporate, financial, and government organizations.

Most recently, she served as Chief Operating Officer at Alcorn State University of Mississippi (ASU), where she managed eight direct reports and a \$97 million budget, while overseeing operations from student life to human resources, and facilities to financial services. At ASU, Roberts identified wasteful and costly systems within the university and devised plans to increase efficiency, redesigned the performance evaluation system for employees, developed a technology disaster recovery plan which drastically reduced recovery times, and established an office of sustainability.

Roberts also had numerous successes in her previous role as Vice President of Administration and Finance at the University of Central Missouri, where she developed a plan that reduced energy consumption by 31 percent, and oversaw the multi-million dollar constructions of the Student Recreation and Wellness Center and the Health and Human Performance Department.

She has also held positions as Associate Vice President of Information Technology at the University of Houston, Assistant Vice President of Business Services at Pennsylvania State University, and several positions of varied levels of authority at the University of Missouri System. Her extensive list of community activities includes serving on the Boards of Medgar and Myrlie Evers Institute, Cazenovia College, and the Kansas City Urban League, and as Vice President of the Committee of Missouri State Higher Education Business Officers.



South Bronx Campus Building Sold

JOHN CARDINAL O'CONNOR CAMPUS TO REMAIN OPEN

In June, the College closed on the sale of their building at 332 East 149th Street in the South Bronx, which houses the John Cardinal O'Connor Campus, at the full asking price of \$10.5 million. The buyer is Chestnut Holdings, a well-known and reputable New York real estate company. The College will remain in the building, leasing back four floors as part of a ten-year lease-back agreement, and the John Cardinal O'Connor Campus will remain open.

"This transaction will significantly improve the financial health of the College, strengthening our balance sheet by generating a substantial increase in cash and net assets (equity)," said CNR President Judith Huntington.

"By monetizing this building, we will enhance our academic programs and provide our students with improved facilities in which to complete their studies. This space will both accommodate our current student population and provide sufficient space for growth and expansion."

In February, the College engaged the commercial real estate firm Massey Knakal to begin marketing the property. Proceeds from the sale will be invested in the endowment fund. Earnings on this investment will be utilized for addressing issues of deferred maintenance and technology on all campuses and for the retirement of indebtedness.

—Lenore Carpinelli

ELAINE T. WHITE

In her new role, Elaine White will supervise the offices of Campus Ministry, Career Development, Residence Life, Counseling and Health Services, Student Activities, Student Development, Athletics, and The Wellness Center.

White has served as Dean of Students at CNR since June 2012, advocating for student concerns and working collaboratively with her academic colleagues. In this role she supported the needs of CNR's diverse student body and increased opportunities for their engagement in meaningful experiences designed to develop the growth of the whole student in a multitude of ways and to achieve their full potential.

White came to CNR from Manhattan College, where she was Director of Student Development. She has held positions with increasing levels of responsibility throughout more than 20 years in leadership roles at institutions of higher learning. During this time, she has provided expert training, supervision, guidance, and mentorship to numerous student services professionals. ■






Pushing the Boundaries of Knowledge

Faculty's Diverse Interests Enhance Teaching-Learning

For its entire history, The College of New Rochelle has prided itself on being a “teaching institution.” At CNR, students have direct access to highly qualified, experienced faculty who excel both in knowledge in their fields and in the art of teaching. Students are not taught by teaching or graduate assistants while faculty pursue their own research interests, quite separate from the needs of the students. We take pride in the excellence of our instruction and the quality of our teaching faculty.

This excellence in teaching is nourished regularly by the scholarly work, professional activity, and service of our faculty. The quality we seek in our instruction is possible only when faculty stay deeply engaged in pursuing developments in their field and in pushing out the boundaries of knowledge.

In the pages that follow, we present a small representation of the work of the faculty which nourishes and sustains their teaching and, in turn, benefits our students. 

Before the Common Core

BY MARK RAMIREZ

CNR Faculty Help Develop Alternative Learning Standards for New York

In July 2010, the state of New York adopted the Common Core, a national set of standards for what students should know and be able to do at every grade level in English language arts and mathematics.

Adopted by 43 other states and the District of Columbia, the Common Core has since come to dominate many a conversation about K-12 education in the United States.

There's universal agreement that new standards were needed. But many educators and parents have complained about the lack of transparency in the process, the speed with which they were adopted, the dependence on standardized testing, and how those test results might be used to evaluate teachers and school districts, among other issues.

What few people realize is that two years before the Common Core, a Board of Regents initiative gathered dozens of top-flight teachers, professors, administrators, and education experts—including three members of the Graduate School faculty at The College of New Rochelle—who worked to craft improved standards for New York before their efforts were discarded.

Members of that group say their process could have avoided some of the pitfalls the Common Core has experienced in the state. They got as far as presenting their new standards for ELA and ESL to the Board of Regents, laying the foundation for working on math standards, but the promise of funding (or the threat of missing out on hundreds of millions of dollars in federal money) ultimately won out.

Dr. Walter Sullivan, Associate

Professor of Educational Leadership at the College, was chosen to coordinate the effort. Sullivan, who is also director of the College's Center for Teaching, Learning, and Leadership, was a superintendent of schools for 26 years, including 22 in Skaneateles, and before that had served as a high school and middle school principal.

Sullivan's ELA/ELS team included colleagues Dr. Katheryn Hathaway, Associate Professor of Literacy, who has been with the College for 28 years; and Dr. Estrella Lopez, who at the time was director of instructional services and English language learning programs for the New Rochelle schools. Lopez is now assistant director of the Center for Teaching, Learning, and Leadership, and an assistant professor at CNR.

"There was a tremendous amount of expertise," Sullivan said. The dozens of consultants and working members included researchers from Harvard, Stanford, and other leading universities; Bonne August, Provost of the New York City College of Technology; John Harmon, then-President of the New York State English Council; and administrators, teachers, ESL specialists, and librarians.

"The committee was top-notch," said Hathaway. "We didn't all agree on everything," she said, but the atmosphere of learning from her colleagues made her feel like she was back in graduate school. "We thought it was working very well."

"One of the first things we created were working principles—guidelines for all the work that was

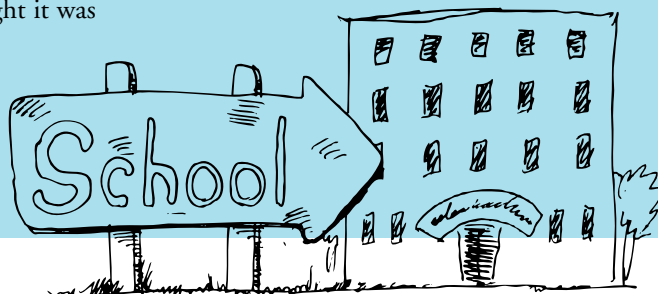
going to take place," Sullivan said. It called for standards not just for students, but also for what teachers need to know, and supporting infrastructure—access to technology, books, and other materials, as well as professional development for educators. The working principles also acknowledged that different students need different levels of support, or "scaffolding," to achieve their expected outcomes.

That's one of the ways the Common Core falls short, according to the committee members—it expects too much of students too soon. Sullivan, who has six grandchildren under the age of six, marvels at the differences in their development. "A three-year-old is not half of a six-year-old," he noted.

"We all agreed that some kids need more time," said Lopez. Some students might also benefit from being asked to demonstrate their knowledge in a different way, she said.

Hathaway worries that while the Common Core approach might work for average and above-average students, it could leave below-average ones further behind every year. "The work has gotten just harder enough that they can't keep up," she said.

Exacerbating that problem is the fact that remedial teachers are often the first to go when schools cut budgets. "I don't want to have a society where we only have a top and a bottom strata,"



said Hathaway, who specializes in remedial reading. “My huge concern is creating a potential tsunami of dropouts.”

Lopez sees this as an issue of particular concern for students learning English. She saw the committee’s work as a tremendous opportunity where that population’s specific needs were addressed as part of the process, and not just as an afterthought. It’s particularly important in a diverse state such as New York, with 190 languages spoken in New York City alone.

Another difference in the committee’s approach was engaging, early on, the people who would have to implement the new standards. They held six public forums for teachers and administrators across the state, gathering feedback and presenting their ideas. “Each location brought their own interests,” Sullivan said, but the events were non-confrontational, because educators saw that their viewpoints were being taken into consideration.

“The change process is a very complex one,” Lopez said. “We need strategic approaches for more buy-in.”

The Common Core’s use of standardized testing has been a contentious issue. “We never took the position that standardized tests would be the be-all and end-all,” said Sullivan. Creating new standards is about making sure students are ready for either continued education or the world of work, he said.

Sullivan said the tests continue to be recalibrated because they’re not proving to be accurate measures. “They had not vetted these performance indicators with communities,” said Sullivan.

Another criticism has been the rush with which the new standards have been implemented. Hathaway said the best analogy she’s heard about the adoption of the Common Core likens it to “building the bus as it’s rolling down the hill.” This left educators and students flat-footed, she said.

“Had this worked, our plan was to field test it,” said Hathaway, “not just roll it out in one year.” She also would not have recommended adopting both

math and ELA standards at the same time.

“Because of federal and state guidelines, the implementation of Common Core adheres to a calendar that doesn’t consider the natural process,” Lopez said.

The committee presented their work to the full Board of Regents on December 14, 2009, to rave reviews. “They loved the work,” Sullivan said, but opted—at the very same meeting—to go with the Common Core because of funding concerns. The state’s adoption of the Common Core would eventually help New York earn a \$700 million grant from the federal government’s Race to the Top program.

The Regents did ask the committee to critique the Common Core ELA standards with its architect, David Coleman, now president of the College Board. “To their credit, they did incorporate many of our suggestions,” Sullivan said, although the committee was only given a few days for their response and received no clear direction for their input.

We never took the position that standardized tests would be the be-all and end-all. Creating new standards is about making sure students are ready for either continued education or the world of work. — DR. WALTER SULLIVAN

Sullivan estimates that two-thirds of his committee’s work made it into the Common Core. Big differences include the lack of pre-K standards, and too much emphasis on informational text to the detriment of literature—such as poetry and fiction—in the Common Core. The Common Core ELA standards also contain little reference to technology, except as another means of publishing writing.

The committee’s critique cited a lack of global cultural awareness, inadequate attention to a wide range of media, and very little reference to collaborative learning activities.

But Sullivan, Hathaway, and Lopez are not bitter. They recognize that the Common Core remains a significant improvement over the standards it is

replacing, particularly since it incorporated much of their committee’s work. After a rough start, they see good things in the long term. “The end point is admirable,” Hathaway said. “They had the broad strokes right, but not the nitty-gritty.”

They’re even willing to pick up where they left off, if asked to do so. “I would dump everything on my schedule if we were asked to reconvene that ELA panel,” Hathaway said. Regardless, “that good work will come back on some level,” she said. Superintendents have said they would love to see the committee’s work completed and used to supplement the Common Core.

“I don’t regret it,” said Lopez. Working on the committee “informed my thinking as a doctoral student, education consultant, and as a professor, and that was significant,” she said.

All three, as professors in the Education Division of the Graduate School and through the Center for Teaching, Learning, and Leadership, continue to

work on mediating the unintended consequences of the Common Core. They have brought experts to speak on campus, and consult with educators and school districts throughout the state. Lopez has published two resource guides for teachers who work with English language learners.

Still, they are concerned about the ramifications of the Common Core being tied to funding. “I’m worried that the spirit of why we educate became contaminated with the notion of politics and money,” Lopez said.

“Education was not explicitly given to the federal government,” Hathaway said, but funding has become a way of circumventing that. “There’s no way to run schools these days without that infusion of money.”

Anxiety

BY DANIEL SMITH

THE MARY ELLEN DONNELLY CRITCHLOW ENDOWED CHAIR IN ENGLISH

The following essays first appeared as part of *The New York Times*' Opinionator series on anxiety, in January 2012 and July 2013. Daniel Smith is the author of the book *Monkey Mind: A Memoir of Anxiety* (Simon & Schuster, July 2012). The Mary Ellen Donnelly Critchlow Endowed Chair in English is supported through the generosity of Lillian Brennan Carney '69 and Patrick Carney.

It's Still the "Age of Anxiety." Or Is It?

It's hard to believe that anyone but scholars of modern literature or paid critics have read W.H. Auden's dramatic poem "The Age of Anxiety" all the way through, even though it won a Pulitzer Prize in 1948, the year after it was published. It is a difficult work—allusive, allegorical, at times surreal. But more to the point, it's boring. The characters meet, drink, talk, and walk around; then they drink, talk, and walk around some more. They do this for 138 pages; then they go home.

From a sufferer's perspective, anxiety is not epochal. It is always and absolutely personal.

Auden's title, though: *that* people know. From the moment it appeared, the phrase has been used to characterize the consciousness of our era, the awareness of everything perilous about the modern world: the degradation of the environment, nuclear energy, religious fundamentalism, threats to privacy and the family, drugs, pornography, violence, terrorism. Since 1990, it has appeared in the title or subtitle of at least two dozen books on subjects ranging from science to politics to parenting to sex. As a sticker on the bumper of the Western world, "the age of anxiety" has been ubiquitous for more than six decades now.

But is it accurate? As someone who has struggled with chronic anxiety for many years, I have my doubts. For one thing, when you've endured anxiety's insults for long enough—the gnawed fingernails and sweat-drenched underarms, the hyperventilating and crippling panic attacks—calling the 20th century "The Age of Anxiety" starts to sound like calling the 17th century "The Age of the Throbbing Migraine": so metaphorical as to be meaningless.

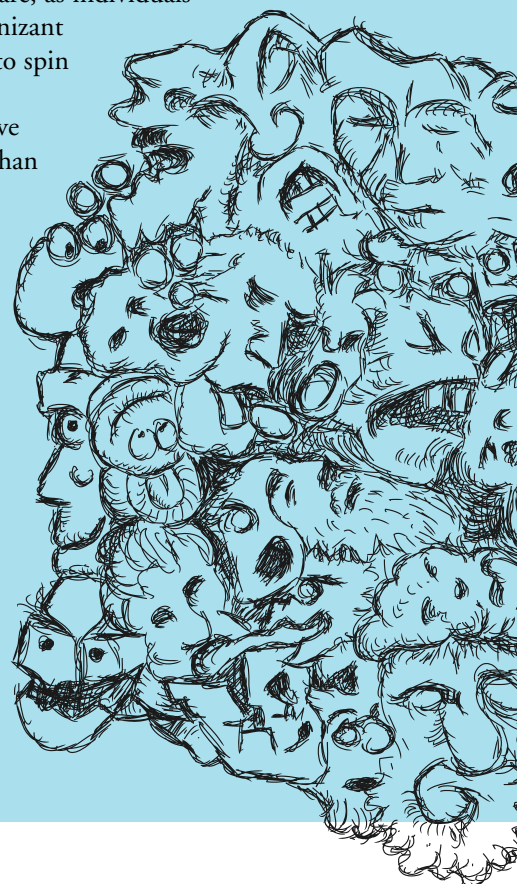
From a sufferer's perspective, anxiety is always and absolutely personal. It is an experience: a coloration in the way one thinks, feels, and acts. It is a petty monster able to work such humdrum tricks as paralyzing you over your salad, convincing you that a choice between blue cheese and vinaigrette is as dire as that between life and death. When you are on intimate terms with something so monumentally subjective, it is hard to think in terms of epochs.

And yet it is undeniable that ours is an age in which an

enormous and growing number of people suffer from anxiety. According to the National Institute of Mental Health, anxiety disorders now affect 18 percent of the adult population of the United States, or about 40 million people. By comparison, mood disorders—depression and bipolar illness, primarily—affect 9.5 percent. That makes anxiety the most common psychiatric complaint by a wide margin, and one for which we are increasingly well-medicated. Last spring, the drug research firm IMS Health released its annual report on pharmaceutical use in the United States. The anti-anxiety drug alprazolam—better known by its brand name, Xanax—was the top psychiatric drug on the list, clocking in at 46.3 million prescriptions in 2010.

Just because our anxiety is heavily diagnosed and medicated, however, doesn't mean that we are more anxious than our forebears. It might simply mean that we are better treated—that we are, as individuals and a culture, more cognizant of the mind's tendency to spin out of control.

Earlier eras might have been even more jittery than ours. Fourteenth-century Europe, for example, experienced devastating famines, waves of pillaging mercenaries, peasant revolts, religious turmoil, and a plague that wiped out as much as half the population in four years. The evidence suggests that all this resulted in mass convulsions of anxiety, a period of psychic torment in which, as one



From a sufferer's perspective, anxiety is always and absolutely personal. It is an experience: a coloration in the way one thinks, feels, and acts.

historian has put it, “the more one knew, the less sense the world made.” Nor did the monolithic presence of the Church necessarily help; it might even have made things worse. A firm belief in God and heaven was near-universal, but so was a firm belief in their opposites: the Devil and hell. And you could never be certain in which direction you were headed.

It's hard to imagine that we have it even close to as bad as that. Yet there is an aspect of anxiety that we clearly have more of than ever before: self-awareness. The inhabitants of earlier eras might have been wracked by nerves, but none fixated like we do on the condition. Indeed, none even considered anxiety a condition. Anxiety didn't emerge as a cohesive psychiatric concept until the early 20th century, when Freud highlighted it as “the nodal point at which the most various and important questions converge, a riddle whose solution would be bound to throw a flood of light upon our whole mental existence.”

After that, the number of thinkers and artists who sought to solve this riddle increased exponentially. By 1977, the psychoanalyst Rollo May was noting an explosion in papers, books, and studies on the subject.

“Anxiety,” he wrote, “has certainly come out of the dimness of the professional office into the bright light of the marketplace.”

None of this is to say that ours is a serene age. Obviously it isn't. It is to say, however, that we shouldn't be possessive about our uncertainties, particularly as one of the dominant features of anxiety is its recursiveness.

Anxiety begins with a single worry, and the more you concentrate on that worry, the more powerful it gets, and the more you

worry. One of the best things you can do is learn to let go: to disempower the worry altogether. If you start to believe that anxiety is a foregone conclusion—if you start to believe the hype about the times we live in—then you risk surrendering the battle before it's begun.

Nothing to Do but Embrace the Dread

Alice James, the celebrated diarist and doted-upon sister of Henry and William, received a diagnosis of terminal breast cancer in 1891. She could not have been more delighted.

Alice was 42, and her life had been crippled by a series of mysterious ailments: nausea, vertigo, cramps, spasms, fainting spells, fleeting paralyses. For years at a time she was a nervous invalid, staggering, as she put it, under a “monstrous mass of subjective sensations.” After more than two decades of this vague but unremitting suffering, the solidity of the lump in her breast and the finality of her prognosis filled Alice with “enormous relief.” No one would choose, she wrote, “such an ugly and gruesome method of progression down the dark Valley of the Shadow of Death ... but we shall gird up our loins and the blessed peace of the end will have no shadow cast upon it.”

The blessed peace of the end. For nearly 20 years now anxiety has been a powerful, often determining force in my own life, and the longer I live with the experience, the more this sadly exultant phrase strikes me as emblematic of one of the great dangers of the anxious life.

I don't mean the danger of wishing oneself dead, although at anxiety's heights suicide can, indeed, have a terrible appeal. I mean the more subtle and insidious danger of wishing anxiety dead. I mean the hunger, which invariably comes over the anxiety sufferer, for a definitive conclusion to the sensation: a bright line, a capping off, a total defusing of the anxious charge. I mean the desperate allure of the endpoint.

In a way, the desire to be rid of anxiety is neither unique nor difficult to understand. Like any other affliction, psychiatric or strictly physical, anxiety hurts. It is uncomfortable. If you suffer from emphysema, you will wish to be able to breathe unimpeded.

If you suffer from eczema, you will wish for clear skin. And if you suffer from anxiety, you will wish for a mind that does not spin every slightest situation into catastrophe—a mind that approaches everyday life with poise, reason, and equanimity. Why wouldn't you want such a thing? Why

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shouldn't a person's ideal be the very absence or opposite of that which torments him? It's only natural.

With anxiety, however, there are two glitches to this desire. The first is that anxiety is not the kind of affliction that can be eradicated. This is because anxiety is not merely or essentially psychiatric. Even when it swells to the level of a disorder, it remains first and foremost an emotion, universally felt and necessary for survival, not to mention for a full experience of human life. Toss aside the bath water of anxiety and you will also be tossing aside excitement, motivation, vigilance, ambition, exuberance, and inspiration, to name just several of the inevitable sacrifices. Get rid of anxiety? Even if you could—and you can't—why would you want to?

The second glitch is more complex and has to do with the nature of anxiety itself, which for all its attendant discomforts and daily horrors has at its heart a vital truth, even a transcendent wisdom. This truth—which, confusingly enough, doubles as the source of anxiety's pain—is of the essential uncertainty and perilousness of human life. Its fragility and evanescence. Anxiety emphasizes these aspects of existence with an almost evangelical fervor. It hisses them, hour by hour, minute by minute, into the sufferer's ear. "Anything can happen at any time," anxiety says. "There is no sure thing. Everything you hold dear is at risk, everything is vulnerable. It can all slip through your fingers."

And of course this is right. It is undeniably right, as every practical philosophy from Buddhism to existentialism acknowledges. That is why anxiety continues for many to carry a frisson of superiority. Last year I published a book about my difficulties with acute anxiety, and it is the rare public appearance in which someone does not ask me, "Do you think there is a relationship between anxiety and intelligence?" I always answer, jokingly, "I think there is a relationship between anxiety and genius!" In fact, I do not think

there is a relationship between anxiety and intelligence. Anxiety, like the most effective parasite, is indiscriminate in its choice of host. It plagues the ignorant and dimwitted as well as the brilliant and clever. But its message, of contingency, of risk, of skepticism, of flux: that is never dumb. Anxiety's message can never be waved away.

And yet that—waving away—is precisely what the anxiety sufferer is always trying to do to anxiety's message. Tortured as he is by the truth of uncertainty, he develops an adversarial relationship to that truth. He loathes it. He fights it. He refuses it. He wants it

In a way, the desire to be rid of anxiety is neither unique nor difficult to understand. Like any other affliction, psychiatric or strictly physical, anxiety hurts.

dead, silent, gone. He wants it to end.

This is where the danger creeps in, for there is no surer way to compound anxiety's power than to reject it outright—to yearn, as Alice James did, for something concrete to counter anxiety's relentless ambiguity. I've gone this way. I've gone this way for years at a time, hoping beyond reason for some panacea—the right job, the right partner, the right city, the right therapist, the right home, the right friend—to snap my constitution into stable order. And I can tell you that the search is worse than useless. Like the ropes that tighten around your wrists the more you struggle, the discomfort and confusion of anxiety deepen the more you try to elude them. The harder you fight, the farther you fall.

Not even modern pharmacology, in my experience, has the power to arrest this pattern. I've taken the drugs and still take them. They are useful. They have shaved the peaks off my anxiety—or, to flip the metaphor, they have served as a net in anxiety's well, protecting me from plummeting into the full depths. They have turned crippling anxiety into chronic anxiety. Beyond that, they have effected no miracles. Through a decade of dutiful pill-swallowing, my anxiety has survived and sometimes flourished, tailing me through periods of good fortune and bad, weighting my life, complicating and even damaging the relationships with the people I love, and most profoundly, my relationship with life itself.

By now I have met and corresponded with hundreds of people who struggle with anxiety—enough to conclude that my own experience, while maybe not the rule, is certainly representative. Enough to know, also, the terrible despair that accompanies the condition. Tortured by an uncertainty that manufactures its own nourishing desperation, what is the anxiety sufferer to do? Is there any way out? Or is the sufferer fated, like Alice James, to find relief only in the "blessed peace" of the end? I have also lived with anxiety long enough to conclude that James had a point.

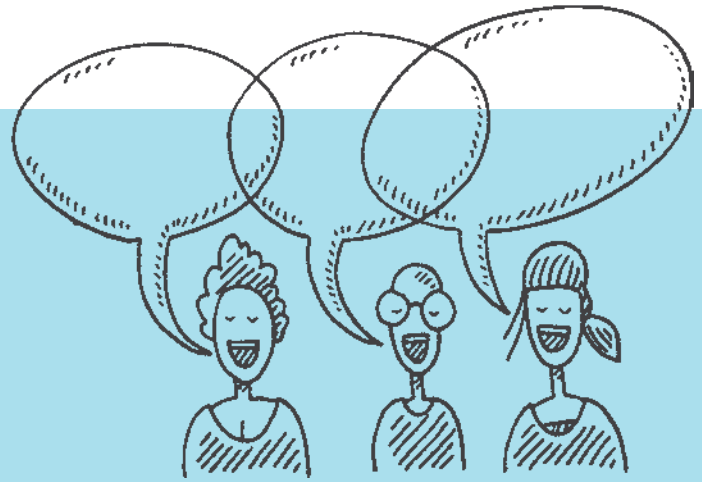
The value and necessity of anxiety mean that it will persist until the last breath. It is impossible to extinguish, no matter the level at which it affects you. If you are one of those unlucky souls whom anxiety affects profoundly, however, you might just be able to find relief, and even redemption, in this very impossibility. For what is the message that everything is fluid but its own solid fact? What is the relentlessness of uncertainty but something about which you can always be certain? And what other choice do you have? The wisdom is already ringing in your ears. You might as well listen. You might as well submit. It won't get you out, but it will without a doubt get you through.



Fat Talk

BY MARK RAMIREZ

Research Explores if Feminists Are More Likely to Engage in Negative Body Talk



It would seem obvious that women who identify as feminists would be less likely to speak negatively about the shape and size of their bodies. But that's not what two researchers in the School of Arts & Sciences found in their trailblazing study of "fat talk."

Their conclusions are surprising enough that Rebecca Lafleur, Associate Professor of Psychology in the School of Arts & Sciences, and psychology major Katy Baudendistel SAS'16, have taken the results of their study on the road. The two have brought their research to conferences of the New England Psychological Association and the Association for Women in Psychology.

Not only are self-identified feminists just as likely to disparage their physical appearance as the general population—the study also found that "women who endorsed a radical feminist perspective were actually more likely to engage in fat talk."

"I was disappointed in the findings," said Baudendistel, who is also an honors student and biology minor, but she wasn't terribly surprised. "Everyone does it," she said. "It's a normative thing."

But Baudendistel also saw some positives in their research. "It was exciting to see that 50 percent of our respondents identified as feminist," she said. "Some people used to call feminism 'the F word.'"

The study, officially titled "Fat Talking Feminists? The Relationship Between Feminist Attitudes and Negative Body Talk," has its origins in a reading seminar for junior psychology majors taught by Lafleur. The

...the study also found that "women who endorsed a radical feminist perspective were actually more likely to engage in fat talk."

course shows students how to critically read psychology journal articles with an eye toward developing an original research proposal.

One of the articles the class examined was a study titled "If You're Fat, Then I'm Humongous!" which examined the frequency, content, and impact of fat talk among college women. The study, published in 2011, found that women who engage in fat talk were more likely to be dissatisfied with their bodies and to have internalized an ultra-thin body ideal. The survey of 168 female students at a mid-western U.S. university also found that a person's BMI had no correlation with how often she complained about her body size to her peers.

"These results serve as a reminder that for most women, fat talk is not about being fat, but rather about feeling fat," wrote Rachel H. Salk and Renee Engeln-Maddox, the authors of the study.

"I've always been focused on women's issues," said Lafleur, who is also the director of the Women's Studies Program at CNR. In graduate school, she assisted her adviser in studies that examined barriers to the reporting of sexual harassment. Her dissertation, "Perceiving and Managing Feminist Identity: An Exploration of Stigma Management," published in 1999, affirmed a reluctance among most people to think of

themselves as feminist, as it affects how other people view them.

Previous studies have found correlations between fat talk and age, eating pathology, body dissatisfaction, how much a person has internalized the thin ideal, and the desire to fit in with social groups. Past research has also shown a link between feminist identity and body attitudes. But Lafleur and Baudendistel found that no studies have specifically examined the relationship between feminist identity and fat talk.

Lafleur and Baudendistel also found that few studies have looked at ethnic and racial differences in fat talk frequency and added that aspect to their study, taking advantage of the College's diversity.

The two sent invitations for an online study to 541 female undergraduate students in the School of Arts & Sciences and School of Nursing. Fifteen percent—83 students—completed the survey. Thirty-six percent identified as Caucasian; 19 percent as Hispanic or Latina; 19 percent as black or African-American; 12 percent as multiracial; 8 percent as Asian or Asian-American; and 5 percent as other. Respondents ranged in age from 18 to 60, with a mean of 22.25.

As expected, women who were dissatisfied with their body were more likely to engage in fat talk. Older

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women were less likely to do so. The survey also measured the body mass index of respondents, and found no correlation with fat talk there. In addition to finding little difference in fat talk between feminists and non-feminists, Lafleur and Baudendistal discovered that black women were significantly less likely to engage in negative body talk or compare their body negatively to others than white and Hispanic women.

In pursuing this study, Lafleur was able to take advantage of the College's Faculty-Student Research Scholarship Program. The program awards five scholarships each year, giving motivated students the opportunity to enhance their undergraduate experience with one-on-one research with a faculty member.

"I saw Katy had a statistical and research background, so I chose her," Lafleur said.

"I knew that research was very important in college," said Baudendistel, who plans on going to graduate school. "It's helpful to do research at an undergraduate level, even more so as a freshman."

Participating in regional conferences was a highlight for Baudendistel. At the Association for Women in Psychology conference, Lafleur and Baudendistel showcased their work in the Featured Feminist Science Symposia with a 20-minute slide presentation. "We met with a lot of psychologists who had written the textbooks we had read," she said. The experience was enough to convince her to switch from a clinical career to one based around research.

Baudendistel also had high praise for Lafleur. "She's an amazing mentor," she said. "She's up-to-date in her field and in the newest research, which is great to see at a small institution."

Lafleur said the research project has been a benefit to her in class, as well. "It has energized me and the students," she said. She plans to continue her research, perhaps expanding the study to include students in the Graduate School and the School of New Resources, and even beyond CNR.

"Katy has suggested examining how people perceive feminists who 'fat talk,'" Lafleur said, perhaps by making videos and then recording how viewers evaluate the speakers. Lafleur is also looking at publishing their findings in a journal—"We just have to see where it would fit."

Baker on Bikers:

Research with a Vengeance BY GARY ROCKFIELD

When CNR's Andy Baker decided to study biker gangs, he didn't even have to kick-start his chopper. He just kicked back to binge-watch some *Sons of Anarchy*.

"I found it curious how the show was getting away with something crazy: making heroes out of these very unsavory guys."

Meticulously reviewing 36 episodes of the cable-TV series about a lawless fictional motorcycle club, the Manhattan resident jetted off to England to present his findings on the appetite for violent retribution in the outlaw biker world.

The occasion? A scholarly symposium on a most unscholarly human instinct—revenge.

Fascinated by the proceedings, Andy even volunteered to co-edit a book based on presentations at the event—including his own essay, "Let's Get Bloody."

While his work does cite more traditional research sources, "the idea of retaliation and revenge really plays out in this subculture as depicted in *Sons of Anarchy*. And with Hell's Angels on the set as advisors, it depicted things pretty realistically for the first few seasons."

Revenge-a-Palooza

Now CNR's Director of Pre-College Programs, back in 2012 Andy was teaching writing and literature at the College.

"I had already been following *Sons of Anarchy* when I heard about an annual conference at Oxford, run by a group called Inter-Disciplinary.net. They take big concepts such as love and create symposia around them."

Learning that revenge was one of those "big concepts," Andy's wheels began turning.

"The easy sell would have been comparing the first year of *Sons of Anarchy* to *Hamlet*—main character with murdered father, duplicitous uncle—but I felt the series, along with my nonfiction source materials, offered much richer insights into the culture of revenge."

Interweaving narrative analysis and social science, he examined how the bike-riding rogues may be reprehensible, but in safeguarding their town from venal developers and other evil forces "they also serve as protectors of society, of the little guy without a voice."

Andy's treatise is just one of many in *What's the Problem with Revenge?*, the book that covers a range of angles showcased at the Oxford revenge-a-thon:

Philosophical and Emotional: Is revenge right or wrong? Is it satisfying or ultimately self-defeating? "I can totally get with some of

the motivations for revenge,” Andy says. “But the practical challenges of achieving it can dilute the enjoyment.”

Historical and Societal: How do long-standing vendettas erupt in genocidal warfare? “Understanding the revenge culture of a particular society is crucial if a peacekeeping group hopes to come into a Bosnia or Rwanda and help restore order.”

Storytelling and Pop Culture: From Greek myths to *Kill Bill*, why has revenge always been such a compelling theme? Captain Kirk may let foes off with yet another lecture on peace and cooperation, but the Sons of Anarchy show no such mercy.

Don't Get Mad...

And that's where Andy's paper comes in, detailing with a vengeance three favorite flavors of biker payback in *Sons of Anarchy*:

- “Proxy revenge” on behalf of townsfolk looking to right some terrible wrong.
- Quick and bloody tactical counterattack vs. aggressive rival gangs (or “motorcycle clubs,” as they prefer to be called).
- Cold-served deliberative vengeance against long-time enemies.

Viewers experience, through fiction, the same tremor of satisfaction that comes from actual revenge. They get to watch as a system they are mostly powerless to control gets smacked into submission.

So while the gang—excuse us, the motorcycle club—may be a bunch of murderous thugs running guns to brutal drug traffickers, Andy says they're also a modern reboot of Robin Hood's merry men, protecting their local turf and townsfolk from common criminals and greedy businessmen.

“Viewers experience, through fiction, the same tremor of satisfaction that comes from actual revenge. They get to watch as a system they are mostly powerless to control gets smacked into submission.”

Much of the series' success, Andy believes, is due to good timing. “It debuted amid the financial crisis of 2008, at a time of great public anger and suspicion of the power elites.

“And also, society just loves a rebel. Who among us really gets to be a rebel in our daily lives?”

Community Service

Living (by coincidence, we assure you) just down the street from the Hell's Angels' notorious East Village clubhouse, Andy himself owns not just one bike but two— “though the

Sons of Anarchy would look at my vintage BMWs and just laugh,” he admits.

With an English degree from Lehigh and a master's in writing from The New School, Andy worked in advertising before turning to freelance writing. While his current work is largely administrative, “writing is my passion, and I like to keep up my chops on the academic end as well.”

One night, he recalls, “I was called out of the blue to teach a New School writing class that started the next morning. I said yes and found I enjoyed it.” Similar luck led him to CNR in 2006 as a member of the instructional staff in the School of New Resources.

As director of CNR's Pre-College Programs, Andy now runs the School of New Resources' efforts to reach academically underserved neighborhoods with high-school equivalency courses for adults—many of whom are now college-minded but did not finish high school back in their teens.

Based at SNR's South Bronx John Cardinal O'Connor Campus, “We also partner with organizations that offer workforce training. They often lack the academic component an employee will need.”

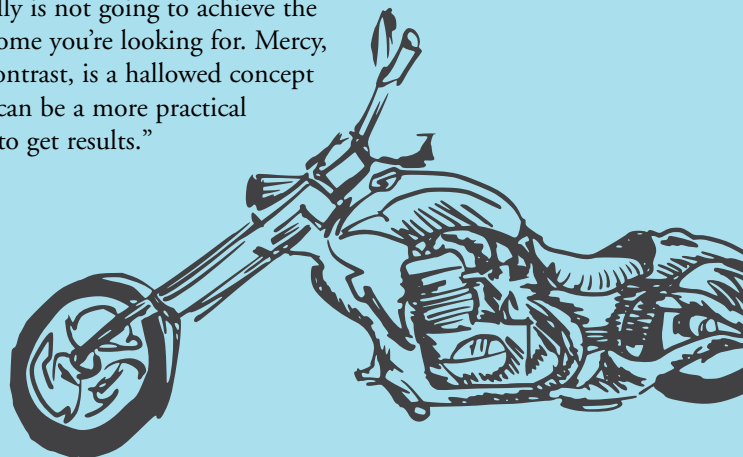
Married, with a six-year-old son, the Allentown, PA, native enjoys riding his bikes back on the open roads of eastern Pennsylvania. Right now he's also working on a novel that, no surprise, features revenge as a central theme. He also hopes to attend another Inter-Disciplinary.net confab, perhaps on some other theme.

“That conference was just so rich and the interdisciplinary approach so appealing—law, social sciences, anthropology. When I co-edited *What's the Problem With Revenge?* I had to learn the language of many different fields.

“And one point that became clear was that there's no monolithic definition of revenge—which puts it on a par with other big concepts such as love.”

Revenge certainly appeals to the individual ego, but Andy notes it can also provide a code of conduct, keeping gang violence from escalating completely out of control. “Where revenge becomes problematic is when it creates its own perpetual feedback loop of violence.

“If you can step outside yourself you'll see that revenge usually is not going to achieve the outcome you're looking for. Mercy, by contrast, is a hallowed concept and can be a more practical way to get results.”



Mentorship in Nursing

An Interview with Dr. Connie Vance

The following is an excerpt of an interview that originally appeared in the March-April 2014 issue of *Nursing Economics: The Journal for Health Care Leaders*. Dr. Connie Vance is a Professor in the School of Nursing.

Donna Nickitas (DN): *How did you become interested in the topic of mentorship?*

Connie Vance (CV): During my doctoral studies at Columbia University Teachers College in the mid-'70s, my focus of investigation was leadership development. During an extensive literature search, I found the “mentor” word appeared in every discipline, particularly in the older professions like law and medicine, and in the business and corporate world. At the same time, I discovered “mentor” was glaringly absent in nursing’s lexicon—the word was not used. This was very puzzling. Since mentoring seemed so essential for developing people to assume leadership positions in every discipline, I incorporated a section on mentoring in my dissertation study, “A Group Profile of Contemporary Influentials in American Nursing” (1977). I investigated whether the 71 national and international nursing leaders in the study engaged in mentoring, and if so, how did it work? Who were their mentors and what were the outcomes of these relationships? I discovered that 83 percent of these leaders could describe their mentoring relationships, and 93 percent of them were mentoring others for leadership roles. They were establishing a kind of “generational” mentoring legacy that continues today.

A significant finding was that the nursing leaders’ mentoring relationships were different from the traditional exclusive, dyadic, expert-to-novice model. They engaged in peer mentoring, as well as having several

mentors at various points of their careers who were both senior experts as well as peers. Indeed, they attributed much of their success and advancement as leaders, and sometimes even their survival, to their mentor relationships. Their protégés also mentored others, and these connections expanded into the next generation. My conclusion from this study was that mentoring has always been present in our profession. We just didn’t use the word. Rather, we used “role model” and “preceptor.”

DN: *Is mentoring relevant to every nurse?*

CV: The evidence is compelling. Mentoring promotes talent, achievement, leadership, knowledge, and skill development in any career. Every professional person requires the invested interest and involvement of others to fully develop talent and potential, to imagine future possibilities, and to “polish” special gifts. I firmly believe mentor networks are essential to our success and satisfaction as human beings and as nurses. The bottom line is that the absence of mentors in life and work is a major handicap.

DN: *What are the key elements of a successful mentor-protégé relationship?*

CV: First, both parties should share similar values and goals. There has to be commitment and passion for a professional career and a desire to excel and achieve. Generosity and willingness to share resources, including time, energy, networks, and knowledge, are essential. Commitment to the relation-

The bottom line is that the absence of mentors in life and work is a major handicap.

ship entails mutual sharing and driving each other forward. There has to be strong trust and belief in each other, as well as respect and empathy among mentors and protégés.

Ongoing communication and honest feedback fuel the relationship.

Mentoring is not a one-way street—there should be an expectation of reciprocity and mutuality of development—that each one gains something from the relationship. Mentors give a lot. Protégés should also give back by serving as mentors to others coming behind them.

Best Practices of Mentoring

DN: *Is there a best practice of mentoring—an organizational vs. a traditional one?*

CV: There are various ways to mentor, and all are enormously helpful. The most important thing is that mentoring occurs! Of course, the classic mentor-protégé dyad works very well. This dyadic relationship can occur informally between two people who connect over shared interests, values, and have a natural professional and personal connection. Mentor-protégé relationships are also developed through matching and support in a formal mentoring program. These programs can be sponsored by colleges, nursing programs, professional associations, the workplace, and community organizations.

There is an enormous demand for leaders who are prepared and committed to transforming our profession and who can lead change and advance health...and mentoring is essential to meeting that demand.

Mentoring can occur informally or formally, between experienced and less experienced persons, and also between peers. Studies indicate that a combination of these is the best. In other words, organizations and associations should provide formal opportunities for organized mentoring experiences. Hopefully, out of these formal programs, informal relationships of choice develop. In best practices, experts and leaders should be mentoring students, novices, and less experienced persons; and peers should mentor their peers. These relationships in nursing could include faculty mentoring students, students mentoring each other, faculty mentoring faculty, nurse managers mentoring their staff, upper-level leaders mentoring managers, and so forth. There are no limits to what can be accomplished through strong mentor connections and networks.

DN: *How does one become informed, educated, and learn to develop a “Mentor IQ,” if there is such a thing?*

CV: I believe there is a special intelligence in possessing successful mentor relationships. I've been exploring the idea of mentor intelligence, or MQ. Successful people have a level of cognitive intelligence, IQ, and also emotional intelligence, EQ. This third intelligence, MQ, or mentor intelligence, I define as the capacity and ability for creating and sustaining successful mentor relationships and connections. Successful mentoring requires a skill set, imagination, experience, generosity, and sought opportu-

nities. Mentor intelligence is essential for becoming successful leaders of change and innovation.

I suggest three components of MQ: (1) mentoring mentality, (2) mentoring lens, and (3) mentoring momentum. *Mentoring mentality* is the *knowing* part of mentoring, the *knowledge* factor that entails study, reflection, and practice. The second component—the *mentoring lens*—is the *seeing* aspect, or *viewing* self and others as needing this vital relationship for personal and professional development. *Seeing* means there is intentionality in looking for talent, noticing gifts in each other, and providing a chance to allow potential and leadership to emerge. And, finally, the third component is *mentoring momentum*—the *doing* of it. It's actively creating, expanding, and sustaining mentor relationships and networks through engagement, networking, and outreach in the workplace, schools, and professional organizations. It's living mentoring as a mindset and lifestyle. Mentoring is not an “add-on.” It is not a thing; it's not a stand-alone. It's a way of knowing, seeing, and being with our colleagues and students and novices for mutual talent development.

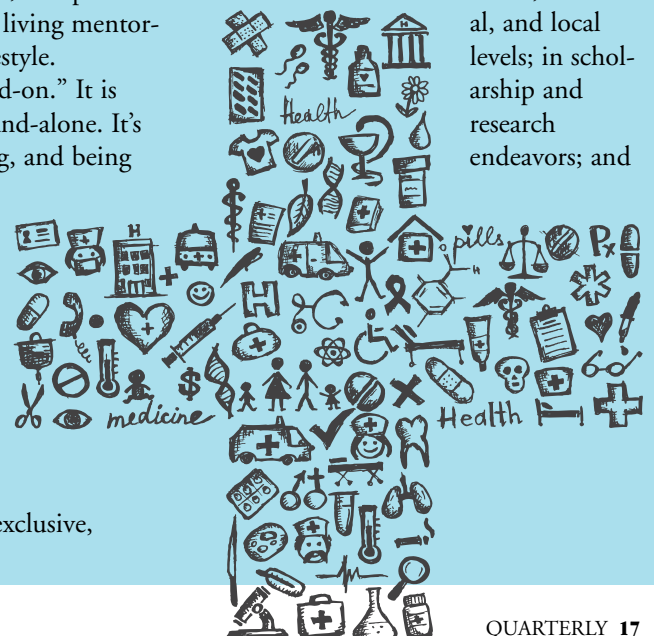
Power Mentoring

DN: What is “power mentoring”?

CV: The original
concept of mentoring
from the Greeks of the exclusive,

dyadic, look-alike model has expanded to a more inclusive approach. “Power mentoring” is building a broad network of multiple and diverse mentoring relationships, connections, and opportunity. This can be a classic dyadic relationship, which occurs with one’s boss or teacher or a peer, and can also occur in a group, association, or organization, e.g., the workplace. Family and friends are another strong component of power mentoring. In addition, power mentoring may occur in a legacy situation where someone is mentored for a particular role or position. Power mentoring is increasingly occurring through e-mentoring and also through one-minute mentoring in short, efficient contacts.

Power mentoring suggests mentor relationships should be present in all educational, professional, business, and technical programs at every level; in professional associations at international, national, and local levels; in scholarship and research endeavors; and



of course in the workplace. It's a very big idea. It's a moment of potential to be "power mentors."

Mentor relationships first flourished in educational and academic settings. This seems natural, because teachers and students are accustomed to developing collaborative and supportive teaching-learning relationships. Another rich mentoring place is professional associations, where leaders are promulgating mentor connections and relationships to develop and support their members. Some very creative formal programs have developed, with international, national, and local chapter involvement.

Mentorship in the workplace is the area that needs the most attention and expansion. I'm sure that leaders and administrators in clinical organizations are aware of the necessity for mentoring novice and experienced nurses, but the complexities of the workplace seem to create many barriers for these relationships. Many workplaces start with formal mentoring through the orientation of novices and new employees. But many of these approaches aren't built to last at least one to two years, which is the length of time a novice in any profession needs to develop, be safe, and feel confident. We know retention is improved when mentoring relationships occur over time, so it's a bottom-line issue in work organizations.

Advice for Leaders

DN: *What advice would you give to new and aspiring nurse leaders about mentorship as they progress in their careers?*

CV: First, I believe everything good that happens in our careers is largely due to our networks and mentor connections. So to develop leadership potential, my advice is to attract good mentors.

Mentors are everywhere. But to be "chosen" by mentors, new and aspiring leaders must show they are worth the investment, because mentoring requires precious, scarce resources. Essential "attractors" are necessary,

such as having a career attitude and leadership commitment, a strong work ethic, the drive to achieve, curiosity, and passion to learn. There also has to be a "readiness factor" to commit to mentoring relationships and willingness to take on new initiatives, to learn and "stretch." Another piece of advice is to develop our MQ—mentor intelligence—through learning, being on the lookout for mentoring opportunities, and building mentoring networks on a regular basis. I also suggest we jump in and just "do" power mentoring: Get actively involved in multiple and diverse networks, relationships, and mentor connections. Expanding power mentoring opportunities will insure that we are more influential and powerful in our work and in society.

Professional Ethos and Behaviors

DN: *You have made mentorship a central component of your scholarship and legacy. Has mentorship been essential to your professional work?*

CV: Since the late 1970s, mentorship has absolutely been my focus. I am very passionate about conveying to students, nurses, and leaders that we can't achieve alone—mentor connections are absolutely essential to our individual and collective success.

The most gratifying thing for me is that nurses now know and use the word mentor! I believe promulgating mentorship has set the stage for ongoing research; the initiation of formal programs in schools, associations, and the workplace; and the development of power mentor networks. There is an enormous demand for leaders who are prepared and committed to transforming our profession and who can lead change and advance health...and mentoring is essential to meeting that demand.

My study of the "nurse influentials" demonstrated that nurses are able to make a major mark in the profession and influence societal change through the legacy of being mentored and mentoring others. We've come a long



A Mentor Program at CNR:

The Nurse Advocacy Forum was established for novice nurse alums by Dr. Connie Vance and Dr. Deborah Hunt in 2008. Its purpose is to provide mentoring and networking opportunities, networking, advocacy, information sharing, and support among new alums in the School of Nursing. The Forum now includes senior BSN students, faculty, and nursing leaders, with alums giving lectures on special topics. Meetings are held every semester, and an alumni advisory committee guides the direction of the forum.

way since the late '70s, when "mentor" was never uttered; and if it did occur, it was "underground" and labeled something else. Now, leaders are increasingly aware they have an obligation to find good mentors and to actively mentor others. And, hopefully, we are socializing the next generation of nurses to expect and seek mentor relationships and to cultivate these connections throughout their work and educational advancement. Thus, mentoring will increasingly become part of our professional behaviors and ethos.

What's New in Grief?

BY DR. KENNETH DOKA
PROFESSOR OF GERONTOLOGY

Some of the oldest writings, as far back as the Gilgamesh Epic, address death, loss, and grief—unsurprising as grief and loss are inevitable and natural aspects of life. So it might be surprising then that there was anything new about grief.

Yet over the past two decades, understandings of the grief process have changed in a number of significant ways. Among these are:

- Extending the understanding of grief from reaction to a death of a family member to a more inclusive understanding of loss.
- Expanding the view of grief reactions as universal stages to a recognition of personal pathways.
- Looking beyond grief solely as affect to recognize the multiple and multifaceted reactions that persons have toward loss and the ways that responses to grief are influenced by culture, gender, and spirituality.
- Rather than coping passively with loss, seeing the possibilities of transformation and growth in mourning.
- Instead of relinquishing ties, revising and renewing relationships.

In my teaching and lecturing, my counseling, and the countless letters I receive as editor of *Journeys: A Newsletter to Help in Bereavement*, I have learned that most people embrace one of two models of grief: an implicit or an explicit model. The implicit model holds that “each day, it will get a little easier.” But that model usually fails with the surges of pain that periodically arise, especially around holidays, birthdays, or anniversaries.

Others maintain a more explicit model—often based on Elisabeth Kübler-Ross’s Five Stages. These bereaved people expect, or are expected by others, to go through a series of carefully delineated stages—denial, anger, bargaining, and depression—before they reach acceptance. Many forget that these stages were originally developed as a model of the dying process—they were never meant to guide those left behind. Millions are surprised to find their own experiences following a death are far more individual and chaotic—and much less predictable—than they had ever been taught to believe.

As a result, most of us face the challenging journey through loss and grief without an effective roadmap that might allow our experiences, however painful, to be understandable. We really don’t know what to expect in grief, and so we fear that the normal and natural reactions we’re having are somehow “wrong.” We become isolated in our grief—reluctant to share these reactions with others.

Our loved ones, operating under the same misconceptions, may not know how to offer support, or perhaps compound our problems by insisting on professional help—even when our reactions are perfectly natural. We lose confidence in our ability to cope at a critical time when we most need to adapt in order

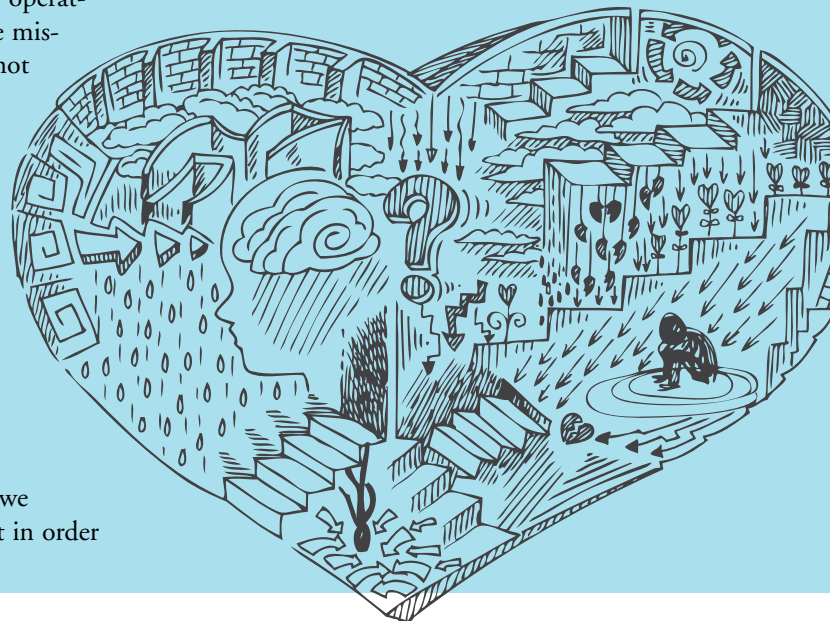
to survive. Fearing that we are not coping well becomes a self-perpetuating process. Our fears become the reality.

So it is worthwhile to examine these new insights on grief. For not only do they provide an overview of a rapidly changing field, more importantly they assist us as we cope with our own losses—whatever they may be.

New Insights and Developments

Extending the understanding of grief from reactions to a death of a family member to a more inclusive understanding of loss

Freud’s case study of grief in *Mourning and Melancholia* was a bride left standing abandoned at the altar. It is a mark of Freud’s insight that in this early, influential paper, which often is credited with beginning the psychological study of grief, Freud took great pains to identify grief with loss rather than with death. Despite that early perception of grief and loss, much contemporary work has emphasized grief as a reaction to death.



While individuals who are grieving may have to cope with common processes or face similar issues, they do it in their own individual way.

Currently my concept of *disenfranchised grief* addresses the wide range of losses that engender grief, noting that many losses are unacknowledged by the larger society, thus leaving individuals unsupported as they face such losses. These losses might include the deaths of ex-spouses, miscarriages, or even animal companions, but also other losses such as divorce, infertility, or job loss. For every society has “grieving rules.” Generally these grieving rules emphasize that family members have a right to grieve the deaths of other family members. The theme of disenfranchised grief is that in many situations—including losses that are not confined to death alone—individuals might experience a significant loss but be deprived of the opportunity to publicly acknowledge the loss, openly mourn, or receive social support.

This wider understanding of loss is buttressed by Pauline Boss’ concept of ambiguous loss, such as someone now missing, as well as Susan Ross’ notion of chronic sorrow engendered by an ongoing loss, such as losses involving a child with developmental disabilities or a spouse or parent with dementia.

Expanding the view of grief reactions as universal stages to a recognition of personal pathways

Building on the early stage-based work of Elisabeth Kübler-Ross, most of the early models of grief sought to find a universal set of stages that grieving individuals experienced. For example, the original study by Kübler-Ross of adults with life-threatening illness reported that they coped with impending death by experiencing a movement through stages of denial, bargaining, anger, and depression to reach a state of acceptance. That schema was then readily applied by many to post-death

grief. Stage theories were popular since they were relatively straightforward and seemed to promise a therapeutic protocol for moving grieving individuals toward some form of resolution.

Despite the popular and in some ways continued embrace of stages, there has been a considerable disenchantment with stage theories. The fact remains that there is little empirical evidence for stages. Moreover, in a field that emphasizes individuality and diversity, it seems naïve to believe that all individuals will cope with loss similarly. Newer models such as J. William Worden’s *Task Model*, Therese A. Rando’s *Six R Processes Model*, or Maggie Stroebe and Henk Schut’s *Dual Process Model* stress that individuality. While individuals who are grieving may have to cope with common processes or face similar issues, they do it in their own individual way.

Beyond stressing individual pathways in grief, these models reaffirm that mourning is more than simply a series of essentially affective responses to loss. In addition, each of these newer models asserts that mourning involves not only a response to the loss of another but also an effort to manage life in a world now changed by significant loss.

Looking beyond grief solely as affect to recognizing the multiple and multifaceted reactions that persons have toward loss and the ways that responses to grief are influenced by culture, gender, and spirituality

While the earliest research on grief has always emphasized that grief is manifested in many ways, including cognitive, physical, emotional, behavioral, social, and spiritual reactions, much attention has been placed on affective reactions to loss almost to the

exclusion of other responses.

For example, my work with Dr. Terry Martin of Hood College originally began as a study of expressions of male grieving. That work led them to a different point—that of grieving styles that are certainly influenced by but not determined by gender, and the suggestion of a continuum of adaptive grieving styles ranging from the intuitive to the instrumental. Intuitive grievers experience grief as strong waves of emotion and express and adapt to grief in strongly affective ways. Instrumental grievers, by contrast, are likely to experience muted affective reactions to loss, as their experience is more likely to be cognitive and behavioral in character. In adapting to loss, doing and thinking through the loss are most likely to be utilized by instrumental grievers.

Rather than coping passively with loss, seeing the possibilities of transformation and growth in grief

Early work in the field emphasized more the difficulty of coping with loss, focusing on restoring a sense of equilibrium in the face of loss, while slowly and painfully withdrawing emotional energy from the deceased. The perception of the survivor was primarily passive, coping with changes out of his or her control.

This conception of the individual as a passive victim of grief was strongly challenged in the work of Catherine Sanders, a psychologist whose interest in the field began with the death of her adolescent son. Based on research with grieving parents and spouses, Sanders suggested that bereaved persons face three choices as they cope with loss. Faced with physical and psychological stress and an immune system overburdened by chronic stress, some may consciously or unconsciously seek their own death rather than live without the person who died. Others may assume that the energy for major life adjustments requires more strength

and power than they presently possess. They may choose to retain the status quo—living their remaining lives in a diminished state of chronic grief. Still others may make a conscious decision to adjust to their loss.

According to Sanders, bereaved individuals who choose to move forward often experience a *turning point* where many can actually point to a moment when they consciously decided that their lives needed to change. In one of Sanders' illustrative case vignettes, an older widow recalls hearing her young granddaughter ask her mother (the widow's adult daughter) why grandma always cries. The widow resolved that she had to change something lest she be remembered as the "grandma who always cried."

While these bereaved persons still experience occasional bad days and episodic moments of grief, such as at the anniversary of the death and other significant events, they also experience a new level of functioning characterized by enhanced self-awareness, increased levels of energy, personal revitalization, and the renewal of social ties. At this phase, they have learned to live without the physical presence of the person even as they retain an internal sense of the deceased's presence. Sanders noted that in this phase, bereaved individuals could often process and even enjoy memories of the deceased without the high emotional arousal often experienced earlier in the grieving process.

In her later years, Sanders even began to develop the notion of fulfillment—a point at which the grieving person could look back on his or her own life in a way that integrates the earlier loss into the fabric of that life. In fact, she believed that in this phase one's life journey only made sense given the experience of loss. While the loss was neither welcomed nor anticipated, one could no longer imagine what life would be like without that loss.

Sanders was one of the first theorists to affirm that individuals had choices within the mourning process. Her writing emphasized that bereaved individuals were active participants in the mourning process rather than simply passively coping with a process where they experienced little control. These concepts are supported in the research of Lawrence Calhoun and Richard Tedeschi on *posttraumatic growth*, which emphasized that even a painful loss can be a source of growth.

This work accentuates the point that the goal of therapy is not to "recover" from the loss. Rather it suggests counselors pose a larger question—"How will you change in response to this loss?" Within that question is the implication that individuals can actively respond to loss. Grieving individuals need not be passive in the face of loss and grief. While they might have no choice about experiencing grief, they do retain choices about how they will deal with their losses and grief.

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Instead of relinquishing ties, revising and renewing relationships

Freud suggested that the major task in grief was to sever bonds with the deceased in order to reinvest in other relationships. By the 1980s, this notion was already under challenge.

This challenge found its fullest treatment in the groundbreaking book *Continuing Bonds: New Understandings of Grief*, edited by Dennis Klass, Phyllis Silverman, and Steven

Nickman. These editors and their many contributors stress that throughout history and across cultures, bereaved individuals have maintained bonds with their deceased.

In short, detachment from the deceased is not normative, essential, or even desired in at least many cases. Most survivors continue to remember the deceased in many ways. Moreover, a significant deceased person is part of one's own identity and has left ongoing legacies (and perhaps liabilities) that continue to influence a survivor's behavior. Survivors retain spiritual ties such as the belief the deceased is interceding for them or will and that they will be reunited in an afterlife.

In addition, Louis LaGrand described a connection that he labeled "extraordinary experiences." Here survivors have dreams, sense experiences, and other phenomena after the death of someone they loved that seem to suggest to them a continuing presence of the deceased. Often these experiences are therapeutic—reaffirming a bond and offering comfort to the bereaved. Such experiences are common in bereavement.

So while loss and grief remain constant companions in our human journey, we at least have much greater insight about the experience and process of grief. This makes the journey a little more understandable, and hopefully, less lonely and frightening.



ALUMNAE/I PROFILES

FLOYD BLAIR '97



Floyd Blair congratulates SNR honor student Ingrid Henriquez at the SNR Honors Convocation in November 2013. Floyd delivered the keynote address at the event.

Floyd Blair tells the story of how his niece was sitting in a Brooklyn multiplex, waiting for the feature to begin, when a familiar face suddenly filled the big screen.

"That's my *cousin!*" she screamed in surprise, as her fellow moviegoers cheered.

The theater was running an ad for CNR, "just me saying I'm Floyd Blair and this is what CNR did for me." Thirty seconds summarizing how a foster child from the Brooklyn projects rose to presidential advisor and head of a major social-service organization. "And CNR was a building block."

"Here's a guy who didn't figure it out until later in life," Floyd told an audience of School of New Resources students when he returned to campus to speak at the SNR Honors Convocation. "And going back to school can be difficult, especially when you're married, with children.

"But CNR saw something in me that kept me coming back, build the confidence to go on to grad school—4.0—and then to think, 'Maybe this kid from the projects can go to law school!'"

In the ad, Floyd tells how he's earned "the power to influence public policy and make life better for the next generation." Not bad for someone who "never believed I'd be more than a thug, wearing a jumpsuit with a number on it."

Brand names such as Harvard or Yale may carry more prestige, "but sometimes it's a smaller environment that allows you to grow. And I've been in that circle now, with people from Stanford or the Ivy League, and thanks to CNR I can compete at that level.

"I've even had people suggest that I shouldn't mention my background, just let everyone assume I'm from all the same places that they are. But I'm always going to tell my story."

Problem-Solver

President and CEO since 2012 at Lutheran Services of Georgia (LSG), Floyd heads an agency providing adoption and foster placement for victims of neglect as well as severe medical or emotional conditions.

"We just got a call from Child Services about an infant with a serious birth defect. The parents left the child with the hospital. They just couldn't cope."

Then there was the young woman who walked into Floyd's office 20 years after LSG had placed her.

"She wanted to meet her biological parents, so I served as go-between. I didn't find my own biological parents until I was in law school. And I told her it will save you a lot of future therapy if you accept that they loved you enough to seek out help and find a good home for you."

LSG also helps resettle hundreds of refugees yearly from around the world. "Immigration is a hot-button issue here in Georgia," Floyd well knows. "But can people still come here and thrive in America? I say, yes."

Reluctant to resettle his own family with his

foster mother in failing health, Floyd resisted initial feelers from Atlanta-based LSG. When he finally agreed to an interview, it was via Skype from Brooklyn Hospital, where his mom would soon pass away on Easter Sunday, 2012.

"I was in shorts and a T-shirt and I don't even remember the questions. But they still asked me down for a follow-up.

"I was intrigued by the notion of becoming the organization's first African-American CEO, and I had thrived on challenges before, so I thought, why not? CNR had helped prepare me to be a problem-solver."

A Little Preaching

As LSG's top fund-raiser, cheerleader, and rainmaker, Floyd makes its case with the state legislators who assign social-service contracts. "So they know this is an agency with a 30-year history and that here's a guy who knows his stuff."

And the former Navy submariner does know the waters, having guided child and family programs for Connecticut, Maryland, and the city of Baltimore.

He even advised the Bush Administration on expanding faith-based health clinics in areas of need—from his vantage point as an ordained minister who emphasizes that "religion and social services go hand-in-hand.

"I try to be in a different church every Sunday, for fund-raising and maybe a little preaching about being more active in the community. What would Jesus do in the 21st century?

Would He talk to prostitutes? Would He do needle exchange? We just can't exclude people.

"The life of a preacher begins after the sermon ends. That's when you put faith into action, and there are nuances to doing so without hitting people over the head about something you think is wrong."

Floyd's wife Carolyn is a fellow minister, "so we're often a tag team up there." She's a former school administrator with two master's degrees. Floyd has a University of Maryland law degree and now is working toward his PhD in non-profit management.

Blair—as he prefers to call himself—also grinds out five-mile runs and 500-meter swims as he trains for LSG's fund-raiser marathon.

"A leader has to show by example," he laughs—but on a more serious note he's seen how men and women of the cloth can crack from the stress of always being that perfect example.

"If you're the pastor, where do you go for help?" So he's part of an ecumenical effort encouraging ministers to seek counseling, before personal problems lead to substance abuse or even suicide.

"Go find resources, and become a resource for your congregation."

Never Too Old

With five kids at or near college age, Floyd readily admits the Blairs don't have stacks of spare cash to endow his alma mater.

But his personal saga is priceless, and he was happy to share it when

former SNR Dean Elza Dinwiddie-Boyd asked if he'd do a commercial. Two years later, "they say it's been a significant recruiting tool."

And the SNR grad also returns for live pep talks with current students. "Anyone who thinks you can't do it, that you're too old, you're too broke, CNR is the place to be."

At age 14, Floyd recalls, "I had only two things going for me: I was still in school, for the free lunch, and I had a church life, because my foster mother made me go. My social connection to the street was all criminals. I realized I was either going to be dead or a drug dealer."

Fortunately, "At 18 it popped into my head to join the Navy. I served on a nuclear submarine and six years later came back. I was changed. I was different." He also was married.

But a big piece of the puzzle was still missing. "I tried to go back to school but was having difficulties. Then my sister-in-law, who was going for a master's at New York Theological Seminary, told me that many of the ministers had gone to CNR and how it specialized in older students.

"I'd never heard of CNR but I figured it couldn't hurt. I went there and I got focused.

"My life has already been blessed, but even more so because I found CNR. If someone is struggling to figure things out, I tell them that CNR is for you—and that they will push you to do your best."

—Gary Rockfield

ELLEN MOONEY HANCOCK '65

"Business was not high on my excitement list" after college, Ellen Hancock recalls. The young New Rochelle native merely hoped that a few years with IBM would provide the computer skills she needed to join the U.S. space program.

"But instead I came down to Earth, and realized that computers were helpful and interesting in their own right."

A math major at CNR with a master's in the subject from Fordham, Ellen holds high regard for the techies she has

known over the years. "They truly are geniuses, but if you asked most of them to manage a department with even ten people, they'd be lost."

And that's where Ellen's skills came into play.

"Over time, getting the best out of people became my competency. I went from debugging code to managing 15,000 people" as IBM's first female senior VP. She then served as the adult in the room at a diametrically different

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endeavor, a fast-growing start-up riding the wave of the Web.

Setting out for Silicon Valley in those wild 1990s after 29 steady years at IBM, Ellen quickly encountered many ups and downs—success at National Semiconductor, discord with Steve Jobs at Apple, then boom and bust at Exodus Communications, the start-up where she fulfilled a long-time dream.

“I do like running things, so being CEO at Exodus was exhilarating. The pace of the industry back then was blistering. It was a frenzy, no question. Clients from the East Coast would walk in the building and immediately feel the energy.”

Big Star at Big Blue

Ellen’s father set her up for some job interviews as she was finishing at Fordham, but it was a chance call made on her own to IBM that brought results.

“There’s probably still a few lines of code out there with my initials on them,” Ellen laughs, recalling her early days as a programmer with the Armonk-based computer giant.

She rose to senior VP thanks to a knack for networking, the art of getting machines to talk with each other. She also had a feel for helping humans communicate to get the job done.

“If you could ask some of the guys who worked for me, they’d say I listened to different views—do it this way, do it that way, don’t do it at all. I was surrounded by brilliant people and found networking fascinating. And then they added software to what I was running, so I became involved in how you get access to content.”

But as IBM scrambled to stay on top amid the 1990s Internet boom, a new regime took control, the political winds shifted, and Ellen’s career at Big Blue was history. Moving to the West Coast, she encountered a strange new culture.

“People at Apple were a little suspicious about me being from IBM, but I got to know the engineers

there and got a sense for what excited them.” While IBM techies enjoyed solving large-scale problems, Apple focused more on what the individual user would see and feel.

“The two companies actually would complement each other very well, like a right-brain/left-brain type of thing.”

Up in Smoke

Ellen and Steve Jobs did not mesh quite that well, when Jobs returned from exile to ruthlessly reinvent Apple in his own image. But she landed on her feet at Exodus, whose web-hosting services sparked several years of stunning growth—before its \$23 billion in stock value went up in smoke during the 2001 dot-com crash.

With soon-to-be-famous clients like eBay and Google, “we were winning contracts like crazy but with no process whatsoever. As we gained bigger, more mature clients like Merrill Lynch, they wanted a better idea of what was going on.

“IBM had been very process-driven, so I used my experience to set up some rules and procedures, build the sales force, maintain the entrepreneurial mindset but also put in some discipline.”

Going belly-up when the market

bubble burst “was very sad, very humiliating,” Ellen recalls. But despite the financial flameout, “Exodus was probably the most fun I’ve ever had in business.”

Quietly pulling back from the tech wars, Ellen resigned in 2007 from a holding company she formed with longtime business ally Gilbert Amelio and legendary Apple co-founder Steve Wozniak.

But the Connecticut resident still has a spread out in Silicon Valley, where you might bump into Andy Grove of Intel or some other famed tech guru at the farm market or yogurt stand.

Ellen and husband Jason also have a place in Ireland for quiet getaways. “But I’m not entirely getting away from it all. The printer, router, and high-speed bandwidth are already installed.”

Programmed Against Women?

“I’m not employed full-time but I don’t use the R-word,” says the former IBMer, who currently brings her business experience and zeal for “good governance” to the corporate boardroom at Aetna and Colgate.

Ellen also heads the board at Marist College—one of the few female-held



Ellen Mooney Hancock was honored at CNR’s Women of Leadership Gala in March 2014. Here she is pictured with CNR President Judith Huntington (left) and Board of Trustees Chair Elizabeth Bell LeVaca (right).

chairmanships in American academia, she pointedly mentions.

In general, she adds, “women really do need to work harder and better than men to succeed,” especially in male-dominated fields such as technology.

“At IBM I might be in a room with 50 people and I’d be the only female. So you do stand out.” That’s why good mentors are so vital: “Every company has its back room, and the politics of a situation are not always apparent.”

Will high-tech remain a heavily male bastion? Ellen says many women are making individual contributions in jobs such as programming. And of course there have been high-profile female chiefs such as Meg Whitman of eBay and Carly Fiorina at HP.

But the hurdles become especially high for female entrepreneurs hoping to fund a start-up. Venture capital is an overwhelmingly male-dominated arena, Ellen says, noting that she’s on the board of a group called Springboard that mentors women hoping to attract investor support.

The Ursuline High School grad credits parents Helen and Peter for much of her own success. “They were gender-blind, goal-oriented, and treated all four of us kids the same.” CNR’s Mooney Center is named in their honor, reflecting Ellen’s loyal support for the College, including important input on its IT infrastructure.

“I still look back and feel my experience at CNR was formative,” says Ellen, who was recently honored at CNR’s Women of Leadership Gala. I learned to communicate and I learned about ethics—always tell the truth and you don’t have to remember what you said.

“I left the school feeling I could do anything I wanted to do, and I still strongly believe that an all-girls school builds confidence. You don’t have to change who you are, and you learn you don’t have to do it later in life, either.”

— Gary Rockfield

ALICE GALLIN, OSU

An enduring presence in the life of The College of New Rochelle and a 2014 honorary degree recipient, Alice Gallin, OSU, hardly needs an introduction. Since she first came to CNR in 1938 as a student, Sr. Alice’s manifold achievements as teacher, scholar, administrator, trailblazer for women, and leader in American Catholic higher education are well known, not to mention, a matter of official record in the College archives.

“My first love has always been teaching,” Sr. Alice states, noting that even when she was an administrator at CNR she always wanted to teach one or two classes in order to “keep in touch with the real world.”

The real excitement for her was always working with the students, whether inside the classroom or living with them in the dormitories, where she served as a house mother. “I will never forget how wonderful it was living with the students,” she recalls, because “you lived close to their experience.”

Sr. Alice is a woman who lived close to the experiences of many others after her years as house mother at CNR. Her career flourished during a time period when both the College and the landscape of Catholic higher education in America were changing.

A Changing Landscape

She was Dean of Students in the 1960s when the Second Vatican Council took place. Sr. Alice remembers “we *did* Vatican II, as it was happening. I was teaching a class on Christian history and culture at the time, and we learned it together.

“I guess you could say that it’s all been learning by experience,” she says, reflecting on the many different roles she took on throughout her career, both at CNR and in the larger higher education community. A true trailblazer in the almost completely male-dominated world of Catholic higher education, Sr. Alice became one of the

first women to work with the United States Bishops’ Conference, opening the door for other women to follow in her footsteps.

Her influence on the relationship between the Bishops’ Conference and American education is most readily obvious through her extensive work with *Ex corde Ecclesiae*, an apostolic constitution on Catholic universities published by Pope John Paul II in 1990, and in its later application to U.S. colleges and universities.

Building on that work, Sr. Alice’s pioneering work in the development of the field of mission and identity in Catholic higher education helped colleges and universities navigate the difficult terrain of learning how to be both authentically Catholic and eligible for government aid programs.

“Mission and identity became a topic on the agenda as Catholic colleges tried to become mainstream higher education while remaining Catholic.” Emphasizing the uniqueness of the U.S. situation, “Our history is very different from Europe, because religious orders founded real colleges that were competing with other real colleges in the U.S.”

Just as she was not trained prior to taking on many of the positions she held as a young Ursuline, Sr. Alice points out, U.S. bishops and other religious leaders who founded academically competitive colleges and universities were not trained to run such institutions. Sr. Alice’s work, therefore, contributed much to the arduous yet essential task of defining what it means to be a Catholic college in 21st-century America.

Although canon law articulated its own understanding of what a Catholic college or university is, Sr. Alice comments that this “doesn’t really define what we are. It defines us as coming out

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Sr. Alice Gallin was honored at CNR's Women of Leadership Gala in March 2014 and received an honorary degree at the 107th Annual Commencement in May 2014.

of the Catholic tradition as amplified by the charism of a religious order.” Highlighting the central component of religious charism in mission and identity is still an issue for Catholic colleges and universities today, she says.

“A lot of religious orders use the language of wanting to recognize the role of the laity, at the same time we have found it painfully slow to give them governing authority.”

Sr. Alice suggests that thinking of the laity as merely a replacement for declining numbers in religious vocations is not enough for the future of Catholic higher education. “We haven’t quite accepted joyfully the fact that our job as sisters is to support the laity in fulfilling their vocation, rather than not in being a substitute for our vocation. We need to search out what the laity distinctively bring to mission, not just use the laity as a replacement for priests and nuns.”

The Importance of Witness

Aside from her official role as Scholar in Residence at CNR, Sr. Alice’s primary relationship to the College now is as an engaged and active alumna. In that capacity, she says “you have to have the kind of mindset that accepts the fact that life has changed and that what CNR is today is not the same as what it was in 1969.”

Sr. Alice hopes that this is the kind of perspective she can offer to her fellow graduates. “I want to give the

alumnae something that would help them understand the College better.” Thinking back on her days as a young Ursuline working at the College, Sr. Alice affirms that “it’s just a source of joy when you hear someone reflecting on what The College of New Rochelle did for her.”

It was the personal experiences she had with students and colleagues at the College that Sr. Alice says made her who she is. That is why her primary message to alumni of CNR is about witness.

“Money isn’t how you pay back primarily. What you give back to the College is primarily the witness you give by who you are now.”

Mission statements are beautiful, according to Sr. Alice, but they have no meaning if nobody is living according to them. She encourages alumni to take the mission they learned to live at the College with them into the greater world. “We who stay here don’t have the same opportunity to give witness that alumni do.”

She says she was always grateful to have left New Rochelle in 1976. “You bring a lot with you when you go,” she says, and in that way you are witness to what CNR has given you.

“Whatever you do and wherever you go, you are now stamped with The College of New Rochelle and you have to know that through that you are giving back.”

—Meghan Toomey

AULANA PHARIS PETERS '63

Even though Aulana Peters frequently called for tougher regulation of the accounting industry, the profession still honored her with one of its highest awards.

That may give you some hint of just how persuasive the prominent attorney and former federal securities regulator can be, in the boardroom or the courtroom—skills honed over two decades as a partner at West Coast-based business-

law heavyweight Gibson Dunn & Crutcher.

“Most trial lawyers gain a reputation for knowledge in a particular area, and for me it was accountants’ liability. It is rather arcane,” the Los Angeles-area resident admits, “but I found it intensely fascinating even though I was not a ‘numbers person.’”

Graduating USC Law School in 1973, Aulana immediately saw that “Gibson Dunn was the place for me. I wanted the opportunity that a large firm could provide and I wanted to be a trial attorney. Gibson Dunn offered me all that, with a distinguished reputation in litigation.

“It takes a while to impress people so they’ll give you cases and clients,” the new recruit discovered. But it wasn’t long before she was litigating high-profile securities fraud cases—often defending accountants caught in the crossfire between

publicly traded companies and irate investors who charged management with hiding bad news.

“Do the facts support management’s assertions about a company’s financial condition? Auditors have to gather information and use their judgment. I found it appealing to build a case, or a defense, in an area that’s not all black and white.

“The advocacy and the arguing suited my verbal skills,” she says, more than behind-the-scenes arenas such as mergers or tax law. “And since so many cases end up being settled out of court, you also need good analytical skills to assess the strength of your position and negotiate a settlement agreement, which in essence is a contract.”

Hammer and Tong

“Over time,” Aulana says, carefully summing up her courtroom style, “I think people who knew me would say I was good at persuading judges and juries to my clients’ point of view. Verbally or in writing, that is the litigator’s job.”

Sometimes tact was called for, as when defending a PBS TV station against bias charges.

“Here was a young Hispanic woman who claimed she’d been fired unjustly. I didn’t want to paint her as terrible in front of a sympathetic jury. I simply demonstrated she had not done the job. I described her as a diamond in the rough who had not made the cut.

“But I was also quite capable,”

Aulana quickly adds, “of going after someone hammer and tong if that’s what the case called for.”

And she kept that hardware handy when her growing legal stature brought a presidential appointment to the Securities and Exchange Commission in 1984, making her the first African-American named to the panel, and one of its first women.

“As an SEC commissioner you’re passing all the rules governing the capital markets and making final decisions on who will be punished for violations of federal securities law. I argued all along that the SEC needed more enforcement tools, and shortly after I left, Congress did expand its arsenal.”

Aulana also urged Congress to better regulate the primary dealers in U.S. Treasury bills, contrary to the position of the SEC’s chairman, John Shad.

“John and I sat side-by-side testifying to opposing points of view—and this happened to be the day I had invited him to our home for dinner!

“All four of my fellow commissioners opposed my position, but I submitted a minority report and Congress sided with me.”

Perhaps Aulana’s most memorable day at the SEC was Black Monday—the Dow’s shocking 500-point drop on October 19, 1987, foreshadowing today’s computer-driven “flash-crashes.”

“It’s very difficult to get five people with differing philosophies to quickly agree on anything, but we came up with the idea of the time-outs that are still in use today to help calm the markets.”

Reflecting back today on her SEC term, Aulana says, “I was not ambivalent at all about leaving private practice for Washington. I always had public service in mind, so I was thrilled with the offer, and it was very prestigious for my firm.” But coming back to Gibson after a five-year absence was no picnic.

“It wasn’t exactly like starting from scratch, but in this competitive world you do have to reassure your partners that you still know what you’re doing.”

(continued on page 28)



Aulana Pharis Peters (pictured here with CNR President Judith Huntington) was honored at CNR’s Women of Leadership Gala in March 2014.

In case of emergency, please note Karen Calo's unique blood type. "You can tell I bleed blue," she happily admits. That's Big Blue—as in IBM—where the long-time employee is one of the company's top human resources executives.

"IBM is me. It defines me." And as Vice President of Human Resources since 2008 for its Systems and Technology Group and Integrated Supply Chain, Karen looks after some 50,000 of her fellow IBMers worldwide, working to build that same sense of belonging.

"Employee engagement is important—how does it feel to work here each day?

"We are developing and supporting the executives and managers with the tools they need to create an engaging work environment. Engaged employees create better client satisfaction, which in turn drives improved business results."

And as big as Big Blue may be, with more than 400,000 employees worldwide, Karen says the atmosphere is supportive. "There are no perfect companies, but at the core we do care deeply about our employees."

"I'll often start my day early and end very late, to talk with people in time zones across the globe. It makes for a long day, but it's rewarding to know that I have colleagues and am making a difference all over the world."

Crucial Partner

One of CNR's newest trustees, Karen manages 200 HR professionals globally from IBM's Somers, NY, office.

"If you're going to be on my team, you need to know not just HR but the businesses you're supporting. IBM sees HR as a crucial business partner, not some back-office function.

"HR is not just reading from a manual," she warns, because every business has its own distinct needs. Recruitment might be key at a business that's booming, for example, while layoffs and morale issues can loom large when a business is struggling.

And every company eventually must deal with the unexpected—like the December 2012 school shootings in Newtown, CT.

"I was sitting down to a holiday lunch with some colleagues and got a call from the office. We got right back and immediately began running lists to see if we had any employees living in the area, and if they had school-age children.

"If there is a tragedy anywhere around the world we are immediately in crisis mode, to help any IBMer or family member who may be affected."

On good days as well as bad, "Our technology is incredible, with online communities that give employees great breadth and reach. That's one of the most important changes I've seen in HR, this social aspect where you can engage so many people instantaneously."

Nevertheless, she admits, "The complexity of the organization can be overwhelming, especially for people who join in mid-career. I grew up here, so I understand how it works."

Getting It Right

And in a sense Karen really did grow up with IBM, living until third grade in Endicott, NY, the company's 1911 birthplace. The family moved to Long Island but her father, an ice cream distributor, continued to hold the hometown company in awe.

"He absolutely adored IBM. His one wish was for one of his four children to work there. The day I was hired I think he was even more excited than I was."

That day came back in 1980, with a job in IBM's central employment office, and throughout Karen's climb, "talent" has been a major focus—recruitment, training, and retention, keeping an eye out for "flight risk" before valued employees get the itch to look elsewhere.

Other core HR issues, she explains, include compensation, labor relations, succession planning, and acquisitions/divestitures, helping workers transition as units join or leave the corporation.

KAREN CALO

'79

(Continued from page 27)

Hitting the Road

Recently honored at CNR's Women of Leadership Gala, Aulana is a former trustee who has also returned to speak on campus. A Louisiana native who moved to Philadelphia with her parents at age two, Aulana enjoyed all-girls Catholic high school and put CNR on her short list for college.

"I knew instinctively this was the kind of environment that nourished young females and helped them flourish."

Did she have any professional plans at the time? "None whatsoever,"

Aulana laughs. She tried some science courses, then switched majors to philosophy, "much to my father's chagrin—he wanted to know how I was going to support myself."

With that question still unclear after graduation, Aulana next hopped a freighter to see Europe. It was in Paris that she met her future husband, Bruce, on vacation while in residency at a Los Angeles hospital. After tying the knot they continued to travel the world, with Bruce joining the federal Public Health Service to fight disease in Africa and South America.

The young couple finally settled in Los Angeles, where the first of two key suggestions from her husband neatly framed Aulana's courtroom career.

"I'd been thinking about teaching, but Bruce thought I might find law even more challenging and stimulating in the long run."

Flash forward to 2000, with Bruce now retired from his medical practice and eager for the couple to do more traveling, an impossible dream on the schedule of a busy trial lawyer.

"His argument was, 'How many more cases do you need to win? How

"The early 1990s were our darkest hours, shedding over 200,000 jobs and bringing in our first-ever external CEO. But Lou Gerstner's defining moment was deciding to keep IBM together rather than breaking it up."

With IBM's sprawling size, "it probably does take us longer to make decisions that affect our employees globally. But the time is worth investing to get it right. When you have people in more than 170 countries, you have to think very diversely."

Speaking of diversity, IBM now has its first female CEO, Ginni Rometty. Does that signal greater opportunity for women in technology?

"I think we've come a long way," Karen says. "More of our academic institutions are doing better at keeping girls interested in math and science. I work in one of the more technical units at IBM, and we have good representation, some top engineers. But it is still heavily dominated by men."

School Ties

While pursuing a psychology degree at CNR, Karen minored in business and later earned an MBA at Pace. She got wind of an opening at IBM through a friend from CNR.

And it was through another CNR friend that Karen met future husband Richard, now retired after 20 years as an executive with IBM. Married 33 years now, the pair live in Ridgefield, CT.

Spare time is scarce for an IBM VP, "but if I'm not getting on a plane I'm

at the gym at 5:15 a.m., doing pilates, yoga, spinning. It's a great way to deal with stress and helps me keep fit for the demands of the job."

Karen also devotes time to her old school, joining the CNR board early this year—thanks to a surprise invitation.

As the College upgrades its IT network, fellow alum and former IBMer Ellen Hancock thought it couldn't hurt to have some input from a current IBM executive. In methodical Big Blue fashion, she quietly had Ross Mauri, the company's mainframe general manager and a fellow trustee at Marist College, cross-reference "IBM execs" with "CNR grads." And guess whose name came up.

"One day I walked in and saw Ross on my calendar," Karen recalls. "And the subject listed was CNR."

As much as she has learned about IBM's hardware business, the HR pro cautions that "I'm not a technologist. But I can help the College connect with IBMers who are."

Still new as a trustee, Karen is "learning as I go. But I can clearly see this board has passionate, smart people, a great mix of academics, business,



Karen Calo was appointed to the College's Board of Trustees in 2013.

religious, people who understand the value of a Catholic liberal arts education.

"That education reflected my family's values and helped me continue to grow as a person. The CNR experience gave me friends for life and solidified the values by which I live, both personally and professionally."

—Gary Rockfield

many more Top 50 lists do you need your name on?' And he had a point."

Framework for Reform

But along with more time for travel, "retirement" from the courtroom led to new areas of advocacy, including corporate and professional boards such as the American Institute of CPAs.

"Former Defense Secretary Mel Laird was retiring and asked me to replace him on AICPA's Public Oversight Board. Eighteen months later I had a hand in writing the white paper which provided the framework

for an independent public agency to oversee the auditors of publicly held companies."

That agency, the Public Company Accounting Oversight Board, was launched in 2002 as part of the sweeping federal business reform known as Sarbanes-Oxley.

"That means the PCAOB is now handling discipline and quality control—rather than peer review, a system I didn't think was working very well."

So along with the William O. Douglas Award, bestowed by her legal peers for contributions to securities

law and the financial community, "I feel especially proud to have received the Gold Medal of Honor from the AICPA. They don't award it that often, and it's for people from outside accounting who they feel have made a great contribution to the profession.

"I have always been a great friend of that profession, but I have also advocated change when I thought it was beneficial."

—Gary Rockfield

GILL LIBRARY AT 75: LOOKING BACK WHILE LOOKING FORWARD

BY ANA FONTOURA & MARTHA COUNIHAN, OSU

When Mother Irene Gill first arrived at Leland Castle in the winter of 1897, the first room she undoubtedly viewed was its library. The dark walnut gothic-style decoration with arched glassed book cases, Tudor arched windows, and stained glass windows would have made a fine first impression to the Ursuline nun who would found The College of New Rochelle in 1904. The Blue Library became the new college's first library.

By 1909, when the College was five years old, the growing book collection of 1,400 volumes (and an enrollment of 100 students) necessitated moving book collections into the south parlor. When the new Holy Family Chapel was completed in 1923, the College library was relocated to its former site in the north wing of the Castle.

While the move gave tenuous relief to the space needs of the rapidly growing college and its collections, the architecture of the former chapel was not conducive for quiet; the lighting was poor, and accessibility to the book collections could only be reached via a narrow staircase.

Finally, in 1937, as the Depression was ending, approval was given by the Board of Trustees to erect a library. Careful planning, visits to other college libraries, and evaluation of present and future needs went into the planning of the new library, to be named in honor of the College's founder, Mother Irene Gill, who had died in 1935. The new building, designed by Voorhees, Walker, Foley & Smith of New York City with a price tag of \$300,000, was the first "modern" looking campus building complete with a grand vestibule, monumental staircase, and two genuine Della Robbia plaques.

The loyal alumnae swung into action, initiating a Library Fund Drive at Founders' Day. In addition to supporting the construction, donations from alumnae funded a memorial window in the Main Reading Room depicting Aristotle, St. Augustine, St. Thomas Aquinas, St. Ursula, St. Angela, a college girl, and a young girl symbolizing the future, to showcase the transmission of knowledge and wisdom through the centuries. A leading

woman sculptress, Jaunt de Coux, was commissioned to carve a high relief sculpture of Ursuline foundress St. Angela Merici over the main entrance.

On the ground floor, six large classrooms provided needed space for instruction as well as an exhibit room and auditorium (now for library use), while the second floor, the library's main floor, housed book, reference, and periodical collections, the reference desk, card catalog, and administrative/cataloging and processing areas. As the description read, "a completely automatic Otis elevator" and book lift gave access to the upper floors. The College Archives, offices, and some book collections were housed on the third floor while the top floor had lounges for men and women faculty. Only faculty had keys to the elevator.

The ensuing decades saw expansion of readers' services: reserve books and articles, "book talks," and noon hour concerts from the growing record collection led by music faculty. In the 1950s, informal faculty-led discussions on contemporary issues, "Talks without Chalk," engaged students and faculty.

Clearly, the library was not a simple storage area for books or a sanctum of silence. It was a busy space for students doing research, reading reserve books and articles, and studying. Physical changes within the library were few. The building had been well planned with an eye for expansion. In 1955 a double level stack area gave additional space for books as well as individual study carrels, and in 1965 the Library of Congress system was adopted.

However, by the 1970s challenges emerged. Increasingly, more periodicals were used by the new Graduate School students and those collections grew quickly, filling shelf space. New microfilm and

The Blue Library in Leland Castle





The library moved to the north wing of the Castle in 1923.



The new Gill Library was built in 1937.



Gill Library Alumnae/i Room

microfiche reader printers gave students new formats in which to do research. Suddenly, copy machines became very important to rushed students. The new School of New Resources and its various campuses made the College reconsider the services of what was now being called Gill Library. Each new campus had a small reference collection with professional librarians, and inter-campus loans of books and periodical articles were established.

During the 1980s, the familiar card catalogs disappeared along with bulky periodical indexes, as both gave way to online versions. As new technologies emerged, so too did the need to educate students on how to use the library and the technologies. “Library Instruction” classes enabled students to learn how to conduct good research—now often from a home computer or device.

By the late 1990s, the growing collection, along with the dramatically altered and expanded systems for delivering library services at the Main Campus and to the branch campuses, made it imperative that Gill Library undergo a major renovation to meet contemporary needs of students. The renovation, completed in 2002, brought with it a soaring two-story atrium with colonnade glass panels and dramatic archways as well as myriad cozy study spaces. The new library was also equipped with the most contemporary technology—hundreds of data ports to provide access to extensive online databases, dozens of computer work stations

throughout the library, and a computerized Library Instruction Room to enhance students’ research ability.

—Martha Counihan, OSU, Archivist



THE FUTURE OF GILL LIBRARY

Though Gill Library has endured its share of transformation over the years, it is not unusual for libraries in general. Libraries have survived the evolution of access to information, what seems to be a never ending technology boom, and the overall perception that libraries must be quiet, print book-centered repositories. Charles Darwin said, “It is not the strongest or the most intelligent who will survive but those who can best manage change.” This is certainly true of libraries. For academic libraries, this paradigm shift aligns well with the student-centered, active learning pedagogies which are also transforming higher education.

There is no doubt that libraries have experienced more changes in the last 20 years than in the past two centuries. The evolution of technology and its impact on society has been the main driver of that change, along with the rising cost of resources and services. Add to that the societal impact that technology has had on all of us, and it is not surprising that many have predicted that libraries would become obsolete. Contrary to those predictions, however, is the very notion that the overabundance of information is

exactly the reason why we need libraries—and students need academic libraries now more than ever before. Here are just a few reasons why:

❶ Check the Internet? Check again...

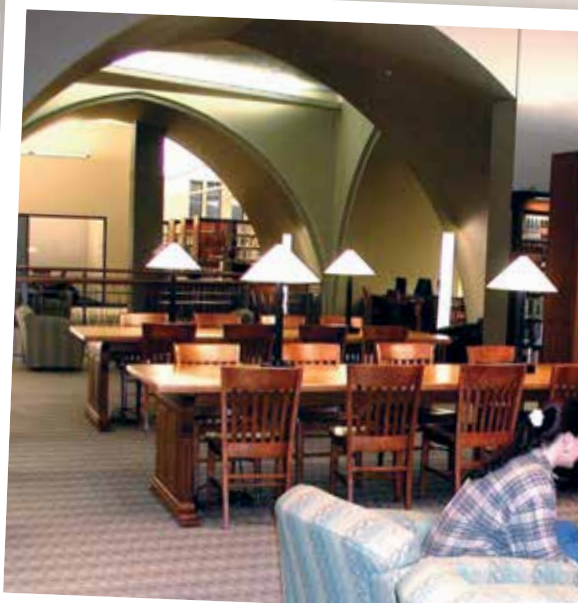
Despite the wealth of information that is readily accessible to everyone with the click or tap of the finger, it is impossible to have the extent of human knowledge available on the Internet. The drive to digitize books and make them available online is wonderful, but that is a formidable task that even Google is struggling with. Publishers and contemporary authors are certainly not willing to make their material freely available to all, and the “wisdom of crowds” is certainly not a trustworthy source for information. The Internet complements libraries but doesn’t replace them. The academic library invests in the information that is not freely available, making it accessible to its students. Need the latest research on a particular topic? We likely have the full text of the resource you need, and if not, we can get it for you from someone who does.

❷ Library visits aren’t declining—they’re just virtual!

Yes, the rise of electronic resources, remote access, and services like virtual reference is perhaps a factor leading to the decline in overall circulation statistics and even library attendance figures. After all, having these resources and services means



The newly renovated Gill Library opened in 2002.



students do not have to physically be in the library to do research. Search engines have shaped users' search and discovery expectations which means they no longer automatically run to the library to get the information they need. On the outside, these innovations take the user away from the library, but libraries have adapted by implementing unified search solutions and discovery layers on existing resources, giving the user a seamless experience much like Google. Users may not be in the library, but they are accessing the library's resources virtually.

③ Professor Plum in the Library with a lead pipe?

Retention efforts are measurable, but proving that a student stayed in school due to one particular intervention is nearly impossible. Institutions are called to invest in their students' success by applying a full array of academic support interventions that foster academic excellence. Libraries and librarians are in the unique position of helping students gain confidence in research abilities that are vital for success, assisting students' academic performance through better research and refining critical thinking skills, and offering an additional layer of men-

toring for the student to support academic success. Skills are reinforced, ideas are tested, and research comes alive. The increased emphasis on competency-based learning provides new opportunities for libraries and librarians to play a vital role in retaining our students through embedding information, digital and research literacy, into every program throughout the institution.

④ Technology & Research—a marriage made in heaven.

Can the student who operates a smartphone or a computer well enough to play a game, send an email, or surf the web be considered computer literate? Being computer literate is more than just knowing how to operate computers; it also involves using technology as a tool for organizing, communicating, researching, and problem solving. Basic knowledge of word processing, spreadsheets, presentations, online security/privacy, networking, hardware connections, browser basics, searching, and evaluating and using information go hand in hand in an academic setting. The integration of information and computer/digital literacy skills, therefore, is a perfect marriage to be celebrated in the library. Libraries have worked hard particularly within the past 20 years

to find innovative approaches to research, teaching, and learning using technology. When libraries provide the right level of support in reinforcing these skills while students are researching and collaborating, it brings information to life in ways that would ordinarily not be pursued or supported.

⑤ Collaboration—The Library Learning Commons

Institutions must nurture a culture of change based on an understanding of their users' learning styles and needs. Creating an academic environment that brings together knowledge discovery, self-directed learning, and support systems is vital to properly serve our students. Many of today's learners favor active, participatory, experiential learning—the learning style that many “digital natives” exhibit in their personal lives. Students are highly social and find great value in being with other people—they want their college experience to promote those connections as well. Student attention is often pulled in multiple directions, so it is important to provide learning spaces that bring students and faculty together to ensure that the environment promotes (rather than constrains) teaching and learning. It's all about



The Main Reading Room

adopting a new service philosophy. There is great value in hands-on, traditional, face-to-face interactive style spaces that offer a place for discussion and reflection, just as there is value in providing more technology-rich, comfortable service spaces where students can work individually or collaboratively in a group, all while integrating multiple activities (researching, writing, and projects) and receiving the range of assistance they need to be successful (i.e., tutoring). This approach is designed to provide direct assistance to students and mirrors the “working with the whole student” approach to teaching and learning.

The Mother Irene Gill Memorial Library continues to be an amalgamation of its rich 75-year history (maintaining and nurturing traditional print collections) and the present (adopting current and novel information technologies and electronic resources), but always looking forward to the future to remain relevant and valuable to our students and the mission of the College.

As we move ahead, the goal is to make meaningful contributions that are seamless, transparent, and have a positive impact on our students and advance their learning experiences. This commitment was recently affirmed with the awarding of a \$10

million Title III grant from the Department of Education. Our compelling proposal includes initiatives to fortify our institution through innovative strategies that will strengthen our technological infrastructure, create student success communities for our students, expand opportunities in STEM courses/labs, provide professional development opportunities, and lastly, establish fully functioning learning commons both in New Rochelle and at the city campuses. The Gill Library Learning Commons will serve as a unique learning hub integrating technology, information, and expertise in order to strengthen teaching, research, and learning opportunities for CNR students, faculty, and staff. Receiving this endorsement from the government after going through a competitive process adds value to our efforts and asserts that we are following the right course of action.

Libraries are crucial in this age of abundant information and are called to be a leading voice in bringing new ways to find, evaluate, use, and manage information. It is imperative that we provide relevant support for those actively navigating the digital environment. The best way to address and nurture our students’ needs is to adapt while being faithful to our mission.

CNR will flourish if we push information out to students digitally and teach them the critical skills of finding and evaluating it for themselves. Students need to manage their information and materials using online tools and collaborative platforms. They deserve the opportunity to share learning with an authentic audience made up of peers, experts in the field, and a global audience. To remain competitive and vibrant it is critical to be enthusiastic of innovation and supportive of those who may feel overwhelmed. Treasuring and promoting curiosity and creativity in our students comes naturally to librarians. Bringing new tools to teachers as a way to provide alternate ways for students to find information, create meaning, and share their learning is a unique skill librarians can bring to their institutions. We are here to stay!

—Ana Fontoura, Dean



DESCENDANTS OF CNR FOUNDER MOTHER IRENE GILL VISIT ANCESTOR'S LEGACY

Australian descendants of Mother Irene Gill, the founder of The College of New Rochelle, recently visited the campus and marveled at the legacy of their ancestor.

Cathy Cartledge’s great-grandfather Joshua Gill was Mother Irene Gill’s older brother. When the Gill family left Ireland in the 1860s, Joshua and Kate, another sister, settled in Australia while the rest of the family came to New York.

Cartledge has been in touch with Sr. Martha Counihan, the College’s archivist, since CNR’s Centennial celebrations in 2004. Now Cartledge’s daughter, Erin, is working in New York City, and she jumped at the chance to visit the campus, Leland Castle, and, specifically, the Mother Irene Gill Library.

Mother Irene was born Lucy Gill on March 25, 1856, in Aughrim, County Galway, Ireland. She and her family immigrated to New York around 1868, and she entered the Ursuline community in the Bronx in 1876. Her founding of the College of St. Angela was the result of following the long Ursuline tradition of education. Mother Irene’s younger sister, Elizabeth, also known as Mother Augustine, also played a large role in the growth of the College, which would come to be known as The College of New Rochelle in 1910.

TAKING ART THERAPY ON THE ROAD

Graduate Art Therapy Students Travel to Dominican Republic and Nicaragua

BY ELIZABETH WEISMAN



Buffy Curtis SAS'07 working with a child in Niño Feliz (a special needs school) in Nicaragua.

“We handed out breakfast for each kid: a banana, a tangerine, and cereal. One boy picked up his tangerine, looking at it intensely, and then started to paint it. He didn’t know what it was, he didn’t even realize it was food. It’s the Caribbean, they have tangerines and fruit everywhere, but where he was living was desolate and they didn’t have much. It was a bittersweet moment. You bring them new things and experiences but know that you won’t be there forever to teach them more. There are so many resources in the world and still so many kids and people in need.”

College of New Rochelle art therapy graduate student Janice Rose GS’14 sniffed back tears as she related this moment from her recent trip to the FUCPE (*Fundacion Crecimiento Comunitario Proyectando Esperanza*) School in La Romana, Dominican Republic, where she and a group of self-organized art therapy students

drew on their training to work with students ranging in age from elementary to high school.

“I went to him, and gently showed him how to peel and eat the tangerine. Without judgment, you sit with them. Experiencing something new with a person is like doing it yourself for the first time. I wanted him to know what it was like to try some-

thing new in a supportive environment as much as I wanted him to know the flavor of a tangerine from his own country,” Rose explained.

With few resources and big hearts, art therapy graduate students from The College of New Rochelle have experienced firsthand the struggles of poverty and the power of art therapy to create emotional bridges with children and communities. Since the first trip to Nicaragua in 2012 led by Kelvin Ramirez GS’06, students from CNR, LIU (where Ramirez is an adjunct professor), and Pratt have joined together to organize and run art therapy outreach programs to the FUCPE School and to the Nino Feliz School for Special Needs in Chichigapla, Nicaragua. This past March, one group of students ran a second trip to the Dominican Republic, and this past June another group ran a second trip to Nicaragua. Some students have been to both locations.

Ramirez organized the first trip to

serve a community in need and provide a meaningful growth opportunity to art therapy graduate students. Still in touch with many of the original students, Ramirez plans to introduce an even larger audience to art therapy through his work directing “Art Therapy the Movie,” which includes footage from art therapy projects in the U.S., Japan, Haiti, Dominican Republic, South America, and India, as well as the recent spring 2014 Dominican Republic program.

Students from the first Dominican Republic outreach program in 2010 stepped into Ramirez’s shoes to lead subsequent programs. The project leaders have learned from each program, tweaking the structure to provide students with deeper personal and professional learning experiences and to reach out more effectively to the local children and communities of teachers, parents, and residents in a totally new and challenging environment.

Art Is a Common Language

Though many of the students who visited both countries did not speak Spanish, art became a common language for building connections.

“Language is not an issue because art becomes the language of communication,” explained Liz Youngs GS’13, who returned to Nicaragua as a supervising project leader this past June. Working at a school for children with disabilities, students faced the challenge of thinking quickly and creatively, and felt the rewards of forging relationships through art and the tools they’d learned.

“On the first day we showed up,



Kelvin Ramirez GS'06 organizing a game of steal the bacon between a group of children in Nicaragua and CNR graduate art therapy students during an art making break. The children won.

there were three of us in each room with ten kids. So we huddled, saw the materials we had, taped paper together, sat down on the floor with the kids, and started drawing on it. Together we all traced hands and doodled. Sitting on the floor with them brought us to their level and made it easier to connect with them.”

Katelynn Grim GS'14, one of several group leaders in the Dominican Republic this spring, noted, “If we came in as just counselors and not art therapists, it would not have worked. Using art therapy created a space of safety and community and made it possible to connect. It helped to work with something new and to create something together.”

Art & Human Needs Are Universal

The power of acknowledging and simply being present with the kids was one of the most striking realizations the students noticed in a variety of contexts. On a whim, Youngs made paper crowns for some of the kids in Nicaragua. “They wore them so proudly, once I explained what they were. It represented some sort of strength for them. ‘I’m important.’ ‘I’m valuable.’ They don’t really get that in their communities.”

Realizing the power of acknowledgement, a resource in unlimited

supply, the art therapy students looked for opportunities to give kids the reinforcement they craved. “The kids would make something and then they’d pull on you to see your reaction,” said Grim.

“We started saying ‘te veo’ (translation: I see you). They just wanted you to see them. Anything they made, I’d say ‘so beautiful’ or ‘good job’ and they would just light up, take ownership and be proud. Self-esteem is huge. In other settings, I’d seen kids destroy artwork after they made it. Over time you see them become proud of work they’ve made and want to share it. How you view your artwork reflects how you see yourself.”

The art therapy students found it particularly rewarding to see that their art therapy education provided

relevant and useful tools to connect even with kids in other countries. “A lot of what I learned in both my academic classes and internships came to light. It was amazing to see art therapy actually work in the process nonverbally, where you could communicate with kids through pictures. I could see that imagery for each different age group was the same in the Dominican Republic as it was for kids in the U.S., even though they were from a different country and grew up with fewer resources. Art therapy training really held true—the developmental stages revealed themselves in the kids’ art,” commented Rose.

Art Therapy Students Empower the Community

Students found that the kids’ art also revealed concerns about basic human needs. In one project, the older kids were asked to create their own superhero by deciding upon a name, a power, who they would help, and what fear or danger the superhero would fight off. The kids were excited to share their characters. Of the kids who emigrated from Haiti after the 2010 earthquake, many expressed themes of protection from natural disaster. Some of the young women said their superhero would protect them from men, a reflection of sexual abuse issues.

“It was very powerful—a directive that reveals kids’ own fears and empowers them to see that they can have and confront those fears in a safe way and be empowered to talk about it,” explained Grim.

(continued on page 36)



Kelvin Ramirez GS'06 gets to know a group of interested kids through a project ripping and gluing tissue paper to designs on a base piece of construction paper.



After an afternoon of art making, Katelynn Grim GS'14 poses for a picture with one of her most engaged participants.

The art therapy students were careful to point out that they did not attempt to probe deeply into many of the issues of extreme poverty that plague the communities they visited, but they did take steps to expand the reach of their efforts to teachers, parents, and community leaders in the countries. Having observed the need for community education during the first Dominican Republic program, leaders of this spring's program brought along two professors and a life coach to conduct outreach work with parents and teachers.

Parents were gently introduced to the interaction and connection of thoughts, behaviors, and feelings with other Cognitive Behavioral Therapy (CBT) concepts and encouraged to recognize that when children do act out, it is the behavior that is bad, not the child. Teachers were reminded that they cannot possibly fix all the issues related to poverty or control what goes on when kids leave, but they can control the environment in school, model how to interact in a healthy way, and create a safe place for kids to come to daily.

Tapping Personal Resources & Using Reflection for Self-Care

Understanding the importance of self-care, which caregivers learned in their

own training, the graduate student leaders were careful to incorporate daily time for themselves to reflect and process their experience personally and as a group.

Deb Brass GS'13, who along with NYU student Monica Duque guided the group leaders, explained, "We tried to hit a 'sweet spot' for students to be a little uncomfortable but okay and still have enough room to grow—on a scale of one to ten, somewhere around six to eight. It was a parallel process to help graduate students grow as the kids grew."

"After being with the kids, we spent some time reflecting on our day and doing some of our own art," said Grim. "In our small groups, we'd talk about things that came up, what we were feeling, or things that would be helpful for the next day. We'd discuss how the team dynamic was going. It helped us feel more connected to each other and understand where each person was. This processing time was really helpful for reintegrating." Grim praised CNR's art therapy program as a framework for this approach because it requires students to take art classes and do art journaling throughout the program to emphasize the importance of maintaining their personal balance.

Implementing an art therapy

program in a foreign land among a high need population also stretched the graduate students intellectually and emotionally. Grim said, "We had planned for groups of 20 kids and found more than 50 in one room, so we had to be flexible and work with what we had. For a lot of the kids, it was their first experience using paint or model magic. Because the kids had so little, any new materials they saw they wanted to keep. One moment, I was handing out model magic and 30 kids were surrounding me. When I ran out, I had to work with what I had. So I made a ball out of the plastic wrapping and started playing catch with the kids. As therapists, we may run out of supplies, or even run out of the right thing to say.... Our job is to be present and help kids know that they are seen and they matter."

Perspective, Gratitude, Confidence

For many of the art therapy students the experience was life-changing, giving them a different perspective on their personal problems and a fuller understanding of real life beyond creature comforts and technology.

"That's a first-world problem" became a common refrain among them regarding inconveniences like lost cell phones. At the same time, students were moved by the resilience of the adults and children they met who sought to grow and learn despite difficult circumstances. Challenged to rely on their wits, ingenuity, and training in unexpected circumstances, the students came back with new confidence to apply in future therapy situations.

"I want to go back," explains Amanda Sambets GS'14, who participated in the Dominican Republic last spring. Sambets, who is working at an Arts Summer Camp in Rockland this summer while applying for her LCAT credentials, elaborates, "I want to keep the connection open, let the kids know we still care about them and that they're not forgotten." Most of all, the students continue to be thankful for the connections they made through the language of art. ■

KELVIN RAMIREZ '06

Seeking a way to reduce freshman dropout rates at All Hallows Boys Catholic School in the Bronx, Vice Principal of Student Affairs Kelvin Ramirez GS'06 convinced his principal to let him work with all freshman students from the first day of school, using his art therapy background to run therapeutic groups and tackle issues before they contaminated the kids' school environment.



Kelvin Ramirez with a student in Dominican Republic

"The students put emotions out artistically and would look at them and say I can't believe I've made such a powerful image. Problems became clear. Students were empowered to express anger and frustration at teachers, parents, or classmates without being destructive, cursing, or screaming," Kelvin explained.

Based on the success of the approach with freshmen, Kelvin and his group of art therapy graduate interns expanded their work to all students in the school and issues that included academic or social stressors, applying to college, and life after graduation. But he still wanted to go one step further and that step was a big one. "The students were from the Bronx and didn't realize that poverty is relative. They didn't want to spend money on college applications but would spend money on expensive sneakers and shirts."

With the goal of exposing some of the All Hallows students to environments even more challenging than their own, he and his intern at the time, Deb Brass GS'13, drew upon a friend's connection to plan an outreach trip to the Nino Feliz School for Special Needs in Chichigapla, Nicaragua. Their group included art therapy students from CNR and Long Island University and three All Hallows high school students. Though physically and emotionally demanding, the trip was impactful. "The students (from All Hallows) came back changed by the experience—angry at the excess and waste that they were a part of."

The positive response energized Kelvin's plans. "With the success of the Nicaragua trip, we had created a connection we could grow, so we looked for a new area to visit. The idea is that a group would adopt a school and go back every year and build relationships between the people and institutions in both countries." Kelvin reached out to personal connections in the La Romana community in the Dominican Republic to plan an art therapy outreach trip there.

"There were so many places we could have gone to, but my mom and friends from her church were sponsoring some kids from Villa Caoba in the La Romana area, so that's where I focused. The FUCPE (*Fundacion Crecimiento Comunitario Proyectando Esperanza*) school's nontraditional educational approach that emphasizes educating students to respect themselves and their physical and emotional boundaries was really in line with what we were trying to accomplish."

Accompanied by graduate art therapy students from the Nicaragua trip as well as several additional students, Kelvin led a trip to the FUCPE school in 2013. He was particularly pleased because his team helped develop new grass roots involvement with the school. "Not only did the art therapy students get to share with and learn from the La Romana kids, but we helped the FUCPE school reach out to artists in the local area to include them in future work with the school."

Kelvin experienced firsthand the power of art to heal during his freshman year in Stonehill College, when he would go into the studio and paint from 9 p.m. until the early hours of morning to deal with the pain of losing his grandmother, the matriarch of his family and a great influence on him. Using the art studio as a refuge "gave me a safe and peaceful space to deal with a difficult time in my life." Interning with an elementary school program for at-risk kids in Brockton, MA, led him to think about combining art and his passion to make the world a better place. Kelvin taught the kids to take pictures of their neighborhood and develop them. "The images and what the kids said about them were very powerful."

He formally began his art therapy studies at CNR while working in the South Bronx as a teacher during 9/11. "I had kids who lost family members and were deeply affected by it and I didn't know what to do. I went back to what I do to overcome trauma and started incorporating it, by bringing art into the classes."

Kelvin's involvement with art therapy continues to expand. Currently he is producing "Art Therapy the Movie," in collaboration with filmmaker Alfonso Bui. The film will include footage from U.S. and international art therapy projects he has conducted in countries including Japan, Haiti, the Dominican Republic, South America, and India. In November 2013, he completed his doctorate in art therapy at Lesley University in Cambridge, MA, and began teaching as an assistant professor there this fall.

The art therapy program at All Hallows, the international art therapy trips, and now the film all fit into Kelvin's core belief that by working together we can make the world a better place. "You can't stay in your office and not be aware of what's going on outside. You get other people to pull the wagon with you. It's rewarding to bring people in and take the team approach to figure out what can be done to help others."

—Elizabeth Weisman

College Presents First Mariano Rivera Scholarship

Yankees legend Mariano Rivera was on hand as a scholarship in his name was presented to its first recipient at the College by President Judith Huntington. At the presentation, Rivera said he recognizes the importance of education and how fortunate he was to have played baseball for so long.

"I couldn't finish my schooling, but I'm always emphasizing it," said Rivera, who visited the main campus on September 5. "I've always believed in school, education."

The first Mariano Rivera Scholarship, which covers four years of room and board, tuition, and fees at the College, was awarded to Tiffany Tavarez, a freshman in the School of Arts & Sciences.

Tavarez succeeded academically at

added, to laughter from the crowd.

"We are so proud to have Tiffany as our first Mariano Rivera Scholarship recipient," said Huntington. "Her academic excellence, community involvement, and work with her church align perfectly with the College's Ursuline heritage and mission of encouraging students to fully develop their talents, gain greater understanding of themselves, and help others," she said.

Huntington praised Rivera and his wife, Clara, for their work helping underprivileged families in Panama and the United States. The couple has transformed a vacant church in New Rochelle into *Refugio de Esperanza* (Refuge of Hope), a center committed to serving the community.

"I am so very proud that we can now call him one of us," said Huntington. CNR bestowed an honorary degree on Rivera during its 107th Commencement in May. Huntington said the Riveras embody the same values that have animated the College for over 110 years. Alice Gallin, OSU, who also received an honorary degree, was also at the event.

New Rochelle Mayor Noam Bramson said that while many New Yorkers feel the Riveras are part of their extended family, "We in New

Rochelle have a special claim on them."

Tavarez, whose family is originally from Puerto Rico, will be the first member of her family to attend college. She attended the event with her parents, Hector and Mary. "To know that I will be able to attend such a distinguished women's college is a wonderful feeling," she said. "My family and I are grateful to both The College of New Rochelle and the Riveras for this great opportunity."

—Mark Ramirez



Tiffany Tavarez (second from left) was awarded the first Mariano Rivera Scholarship from CNR President Judith Huntington; Mariano Rivera and New Rochelle Mayor Noam Bramson were on hand for the presentation.

the Celia Cruz Bronx High School of Music, and was also active in numerous church and community service projects.

Rivera said he had played with so many teammates who didn't make it into the big leagues, even some better than him, whose lives might have been improved had they gone to school.

"This is important," Rivera said of the scholarship. "I was talking to Tiffany—'You have the opportunity to shine, and take advantage of this.'"

"I said, 'No boyfriends,'" Rivera

New Trustee Named



Gwen Adolph

Gwen Adolph was recently appointed to the College's Board of Trustees. After careers in law and government, Adolph works today as a professional writer. In addition

to ghostwriting for select clients, she devotes much of her personal time to community service through various national and local organizations, including the New Rochelle Public Library Foundation Board and the Westchester Chapter of Jack & Jill of America, Inc., for which she recently accepted the position of Foundation Chair.

In 1996, Adolph co-founded and ran The Pierce/Blount Agency, a boutique speakers' bureau, to represent notable African-Americans with domestic and international appeal. In this role she matched speakers to client organizations, wrote speeches, traveled with speakers to locations throughout the world, and managed all aspects of media relations for clients of the agency. Adolph closed the bureau in 2002 upon moving to New York.

Previously Adolph worked with a small London-based trading company overseeing its contracting practices. Her work included ventures in England, Nigeria, Russia, Saudi Arabia, France, and Belgium. Before entering the international corporate environment, she served as Deputy Director of Purchasing for Fulton County (Georgia). She is a graduate of Duke University and Emory University School of Law.

Deborah Delisle Details Federal Priorities in Education

Despite the size of the U.S. Education Department and the number of programs under her purview, Deborah Delisle emphasized the importance of tailoring approaches to individual districts and schools in her recent talk at CNR.

The Assistant Secretary for Elementary and Secondary Education provided an overview of her role, as well as the administration's agenda for President Obama's second term, in a presentation presented by the Lower Hudson Council of Administrative Women in Education, the Westchester-Putnam School Boards Association, and CNR.

Delisle, with 39 years in the field of education, oversees the largest program office in the department, with over 100 programs in her portfolio and a budget of nearly \$30 billion.

She noted that there has been a lot of emphasis on reforming the educational system. "You can't pick up a newspaper or news magazine these days without reading about some kind of reform," Delisle said. Some of these changes are good, and some come with unintended consequences. And what works for one community doesn't always work exactly the same way elsewhere.

"Best practices are best in the context of where they're done," Delisle said.

She also said the agenda for President Obama's second term is built on five major pillars: providing quality preschool for all, continuing to reform the K-12 educational system, college affordability, school climate and safety, and ensuring all students have access to high-quality educational opportunities. The push for universal pre-K, Delisle said, has led to the establishment of the Office of Early Learning, a first.

Safety in schools is also a high priority, with the vice president being asked to work with the departments of Education, Human Services, and Justice, along with FEMA and the FBI, in the wake of the Sandy Hook shootings. "We really worked hard to allow school districts to make their own choices," Delisle said. Districts could, for instance, use money originally designated for armed guards as they saw fit, such as funding mental health counselors.

Delisle noted findings that students of color and students with disabilities have been suspended and expelled from school at disproportionately higher rates, and urged districts to examine their policies and look at the data to help improve the climate in schools. The department has also worked with the FCC to bring broadband internet access to classrooms, and otherwise improve the use of technology.

Delisle closed by saying that "we know what to do" about reinventing the education system—there's no need for another blue ribbon committee, or a white paper. "We just need the willpower to do it." She also urged educators to rethink the term "achievement gaps."

"When we think about gaps, it usually goes back to the kids," she said. "We're not putting it back onto the adults."

—Mark Ramirez



Deb Delisle

Author Sarah Lewis Shares an Alternate Take on "Failure"



Sarah Lewis

Author, art curator, and historian Sarah Lewis shared the idea that the events we call failures can lay the groundwork for the most iconic and creative endeavors—from Nobel Prize-winning discoveries and entrepreneurial innovations, to spectacular athletic achievements and stunning works of art.

Lewis came to CNR to talk about her debut book, *The Rise: Creativity, the Gift of Failure, and the Search for Mastery*.

She started with her own experiences with failure. She aspired to be a painter in high school and won top honors at a regional competition one year. She entered

the same competition the following year and went home with no accolades. It was a dispiriting development, but she wrote about the event in her application to Harvard. Not only was she accepted, but her essay made enough of an impression that an admissions officer remembered it years later upon meeting Lewis.

Lewis continued by noting "failures" by notable figures in history. She told of how legendary choreographer Paul Taylor pursued his minimalist style despite audiences that walked out and a review that consisted of just blank space below the headline. Lewis showed a photo of Martin Luther King Jr.'s high school report card, pointing out his grade of C in public speaking.

Her examples highlighted "grit" as a key attribute of success, demonstrated the importance of knowing when to give up and reevaluate one's approach, and explained how "near wins" inspired people to work harder.

—Mark Ramirez



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Mariano Rivera, Shiba Russell, Alice Gallin Provide Inspiration at 107th Commencement

The approximately 1,000 graduates who received their degrees during the 107th Commencement had great inspirations and examples to look up to on stage—people of service whom CNR President Judith Huntington described as “authentic models of impactful lives.”

Alice Gallin, OSU, a stalwart of American Catholic higher education, and legendary Yankees pitcher Mariano Rivera received honorary degrees during the ceremonies at Radio City Music Hall, while alumna and NBC 4 New York anchor Shiba Russell served as speaker and interviewed Rivera live on stage.

Huntington said they exemplify *Serviam*, Latin for “I will serve,” understanding the obligation of sharing one’s gifts, talents, and resources with others. She shared two quotes that echoed the goals and accomplishments of Sr. Alice and Rivera.

One, from pioneering baseball star Jackie Robinson: “A life is not impor-

tant except in the impact it had in others.” The other, from St. Angela Merici: “You have a greater need to serve others than they have to be served.”

Sr. Alice graduated from CNR in 1942, where she would go on to teach as well as serve as an administrator. But her impact has been felt far beyond CNR. She served as a research analyst for the Military Intelligence Service during World War II, and then entered into religious life with the Order of St. Ursula.

She was Executive Director of the Association of Catholic Colleges and Universities from 1976 to 1992, where she became involved with the Secretariat for Higher Education as the group’s only female member. Sr. Alice served as Visiting Research Scholar at The Catholic University of America, Visiting Scholar at St. Louis University, and published numerous books and articles on Catholic education in the United States.

Rivera, described as the greatest closer in the history of baseball, has

been dedicated, along with his wife, Clara, to humanitarian causes. Inspired by their childhood challenges with poverty, they established the Mariano Rivera Foundation in 1998, seeking to “share with the community a portion of the blessings God has bestowed on them and their family.”

The foundation recently renovated an old church in New Rochelle, opening *Refugio de Esperanza* (Refuge of Hope), where Clara serves as senior pastor. In addition to religious services, the church will offer education, food, an after-school program for youths, and more.

“We’re trying to help by bringing the word of God,” said Rivera during his interview with Russell. Rivera revealed that he has a soft spot for the city of New Rochelle, because it was where he first lived in New York.

Rivera said he first started learning about Jackie Robinson, with whom he shares the uniform number 42, when it was retired from all of Major League



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ALONG CASTLE PLACE

Baseball. “It was a challenge to me, a privilege and an honor to represent that number,” he said. “Every day, I was so proud, being a minority, coming from Panama, and representing Mr. Robinson.”

Asked about returning to baseball as a coach, manager, or owner, the recently retired Rivera said he loves teaching the game. “That’s what I know,” he said, although he’d prefer to share his knowledge with minor leaguers, who need more guidance.

Rivera, who dropped out of school in the 9th grade, congratulated the graduates numerous times, truly impressed by their achievements. In closing, he said, “I don’t have all the answers, but I know one who knows all the answers. And that is God.”

Rivera proved to be a good sport during the conferring of degrees, as many students marching across the stage stopped to shake his hand, give him a hug, or take photos with him.

Russell, who described The College of New Rochelle as her home away from home, said it had been an emotional day for her, along with the graduates. “I was unable to hold back tears,” she said.

Russell urged the graduates to focus on the positive, sharing a story she said she rarely discussed: her mother leaving her family when she was four years old. “I had questions,” she said. “Why did she leave? Was it my fault?”

But her father would marry again, and she would grow up in a home with a caring stepmother and siblings. “I focused on their love, instead of my mom’s mistakes,” she said. “Bad things happen every day, but you succeed by focusing on what’s right and not what isn’t.”

Russell also talked about the power of imagination. Her daughter recently wrote that her mother “uses her imagination to fix problems,” a surprise to Russell, who doesn’t think of herself that way.

But kids in general, she said, often make observations adults are too busy to see. “It takes imagination to juggle work with motherhood; to be a great listener after a long day at work, to help her with all that homework,” she said. “I now know that it also took a great imagination to say, years ago, that I wanted to be a broadcast journalist and to make that dream happen.

“Everyone sitting here at Radio

City Music Hall, we all share that imagination,” she said. “You imagined a degree, and you made it happen.

“Bottom line, do not let fear get in your way. And don’t let you get in your way—step out of your comfort zone once in a while.”

—Mark Ramirez

A Brenda Lesa Carter earned her bachelor’s degree from the School of New Resources.

B Sr. Alice Gallin was awarded an honorary degree at this year’s Commencement.

C Mariano Rivera received an honorary degree and did a live interview on stage at Radio City Music Hall.

D Tesia George, Shaina Mathai, Terrill George, & Abish Varghese

E Luisa Garcia, Amelia Ellis, & Fannis Castillo

F CNR alumna and NBC News anchor Shiba Russell delivered the keynote address and later conducted an interview with Mariano Rivera during this year’s ceremony.

G Victor Franklin is congratulated on earning his master’s degree from CNR President Judith Huntington as his wife, Carla Harris, looks on.

MPA Program Brings Students to Cape Town, South Africa

A new course that brings Graduate School students overseas is designed to be a life-changing experience for its participants, but it's also an idea that is shaping the young Master of Public Administration program at CNR.

"This is the future," said Dr. Malcolm Oliver, who has chaired the MPA program since it launched in fall 2012 and began planning the study abroad course as soon as he joined CNR. "We need to develop more international components to the program," he said. "We need to build more networks, not just in cities or between states."

Environmental and economic issues freely cross international borders, Oliver said. The United States, for example, feels the effects of Europe's economic troubles.

The students had a view of South Africa's challenges and assets from the ground level. Pela Selene Terry wrote of speaking with hotel workers about the nation's shifting color lines. "The journey has heightened my academic (and political) awareness of not only the history of the nation, but shifted my understanding better to see the impact of that history on modern society," she said.

Terry concludes that "South African problems require South African solutions"—solutions that keep in mind the country's complex history and reality.

A tour of the township of Khayelitsha, the second-largest in the country, brought home many of South Africa's issues. "It was the crux of what we're studying," Oliver said.



Left: At Cape Point, South Africa. Center: Aesha McNeil (second from left) with children in the townships. Right: Dr. Rogers lecturing to CNR students at the University of Capetown.

The dozen students in the course "Governance in the Mother City" traveled to Cape Town, South Africa, seeking to learn how government agencies, nonprofits, and other institutions are providing services to a relatively new democracy.

Since the end of Apartheid, a system of racial segregation by which the white minority subjugated the black majority, the South African government has been trying to provide a more stable life for its citizens, most of whom were denied basic rights and services. The country now has the most progressive constitution in the world, Oliver said, establishing access to housing, water sanitation, education, and health as basic human rights.

Delivering these services has been a challenge, and not just financially. Apartheid limited the education of the majority of the population, meaning there is a lack of trained workers. Oliver said this trip has provided a firsthand education on democratization, "how public agencies are responding under pressure, and how nonprofits are filling the holes government can't."

South Africa's history of colonization means it has first-world and developing-world issues in the same jurisdiction—a microcosm of the rest of the world and, Oliver said, "the perfect laboratory for a social scientist."

But amid the poverty, the lack of indoor plumbing, and other privations, the students also saw hope. Aesha McNeil collected donations from friends and family to bring toiletries to township children and found inspiration in their happiness despite their hardships.

Many were also affected by meeting Malandi Ntozini, a 17-year-old who operates Vicky's B&B, the smallest hotel in the continent. She took over from her mother, who was stabbed to death by her husband. "I'll forever be grateful for the opportunity to have met her," wrote Tameir Cummings.

Other highlights included visits to Robben Island, where Nelson Mandela and other political prisoners were held, and natural wonders such as Cape Point and Table Mountain.

Oliver hopes to continue bringing students overseas, and is considering Spain or Brazil for the next trip. He said Brazil is particularly interesting because of its incredible diversity, economic disparity, history of slavery and segregation, and its place as a leader in South America. Hosting the World Cup and Summer Olympics also put the country on the map.

The study abroad component should also help put the MPA program on the map, Oliver said. "We can tell people, we're not just going to give you an education—we're going to take you around the world."

—Mark Ramirez

Basketball Team Claims 2014 HVIAC Tournament Championship

The 2013-14 Blue Angels basketball season was a historic one for The College of New Rochelle. The team posted its best season in more than a decade, winning the Hudson Valley Intercollegiate Athletic Conference (HVIAC) Tournament Championship. Along the way, the Blue Angels posted several historic victories, and also enshrined the newest member of the team's 1,000-point club.

The team's final three games will be something Blue Angels fans will reminisce about for a long time. Heading into the regular season finale, Alyssa Pechin SAS'15 needed just seven points to reach 1,000 points for her career, a milestone just five players at The College of New Rochelle had achieved before.

Facing the Blue Angels that day was St. Joseph's College-Brooklyn, a team that CNR had not defeated since 2000, a stretch of 16 meetings. The Lady Bears jumped out to an early lead, but the Blue Angels fought back to take the lead on a Pechin three-pointer with just under a minute left in the first half, a three-pointer that also pushed the guard over the 1,000-point mark. The Blue Angels led the rest of the way to earn a hard-fought, 55-52 win.

Three days later, in the HVIAC Tournament semifinals, CNR advanced to the championship game with a 63-53 win over Albany College of Pharmacy. The win was the Blue Angels' first over the Panthers in seven meetings, setting up a rematch with St. Joseph's for the HVIAC Tournament Championship.

In the championship game, the Blue Angels earned the well-deserved title with a 62-47 victory. Jah-Leah Ellis



Left: Alyssa Pechin & Holly Cammarota. Right: Jah-Leah Ellis



SAS'15 was named the tournament's Most Valuable Player, as she averaged 16 points and 17.5 rebounds per game. In the championship game, she tallied her 19th double-double of the season, scoring 12 points while pulling down ten rebounds. Pechin poured in a game-high 15 points while Holly Cammarota SAS'14, the lone senior in the starting lineup, added 14 points and three assists.

Pechin, Ellis, and Jasmine Brandon were each named to the HVIAC Basketball All-Conference team and were joined by Cammarota as Association of Division III Independents (AD3I) Basketball All-Conference selections. Ellis was also named AD3I Player of the Year as she was ranked in the top-ten among all Division III schools in rebounds per game and double-doubles.

With several starters returning and a group of talented newcomers coming on board, the Blue Angels seek to continue their winning ways in the 2014-15 season.

—Michael Antonaccio

CNR Joins Eastern College Athletic Conference

The College has been accepted for full membership into the Eastern College Athletic Conference (ECAC). CNR will be eligible for ECAC Championships, awards, officiating services, and other benefits effective immediately.

"We are extremely excited about joining a conference as prestigious and historic as the ECAC," said Harold Crocker, Director of Athletics at CNR.

"Membership in the ECAC is an important step during this transformative strategic phase for our Department of Athletics," said Elaine T. White, Vice President for Student Services at CNR. "The opportunities for increased competition, recognition, and growth for our student-athletes are aligned with our institutional priorities, and broaden and strengthen the CNR brand."

"We are extremely excited to have The College of New Rochelle join the ECAC," said ECAC Commissioner Dr. Kevin T. McGinniss. "The College of New Rochelle is an up-and-coming athletic program that can benefit greatly from the recognition opportunities and increased exposure the ECAC provides. In joining the ECAC, The College of New Rochelle has made a strong commitment to the continued success and prosperity of its student-athletes."

The nation's largest conference, the ECAC boasts over 300 member schools across all three NCAA Divisions, including nearly 200 in Division III.

—Michael Antonaccio

Second Annual Imagination, Inquiry, and Innovation Institute Takes on Inequality

Westchester County District Attorney Janet DiFiore shared the ways in which her office is working to lower crime rates at the second annual Imagination, Inquiry, and Innovation Institute.

In a field that is often known for being rigid, DiFiore said her office is seeking “creative approaches to crime and justice.” Efforts include a high-tech center that analyzes crime trends and patterns, particularly useful with multi-jurisdiction crimes.

Preventing crimes before they happen is also fertile ground for creativity and innovation, DiFiore said. When she worked in the Family Court system, she was a pioneer in focusing on helping former convicts reintegrate into society, seeking to turn them into sober, productive, law-abiding citizens. While an accepted idea now, this was once out-of-the-box thinking.

The theme of this year’s conference was “Facing Inequality.” Sessions included presentations on arts education for homeless people and street children in India. Presenters also talked about inequality in the classroom, whether in instruction, or because of disabilities; the use of poetry, art, and dance to address conflicts; and using games as learning tools.

The day-long conference also featured a moving performance of “Four Little Girls: Birmingham 1963.” Written by Christina M. Ham, the staged reading commemorates the 50th anniversary of the 16th Street Baptist Church bombing in Alabama. Readings have been staged at numerous venues around the country.

The play portrays four girls who share their hopes and dreams against the background of the civil rights movement, dreams that come crashing down when they are killed by a bomb while preparing for their church’s youth day service.

Urban Word NYC, which presents literary arts education and youth programs in the areas of creative writing, spoken word, college prep, literature, and hip-hop, helped kick off the conference with a rousing performance.

—Mark Ramirez



Left: Westchester County District Attorney Janet DiFiore delivered the keynote at the conference. Right: Conference organizers Holly Fairbank and Ruth Zealand, Associate Professor of Education at CNR, with noted philosopher Maxine Greene (center); Greene, who passed away in May 2014, presented on “Wide-Awakeness and Equality” and was honored at the reception at the end of the conference.

Dr. H. Michael Dreher Appointed Dean of the School of Nursing



H. Michael Dreher

In July, Dr. H. Michael Dreher was named Dean of the School of Nursing. Dreher brings 30 years of experience in the field of nursing to his new role, including 17 years at Drexel University College of Nursing and Health Professions in Philadelphia.

At Drexel, he served as Associate Director of BSN Programs and Director of MSN Programs. As the founding Chair of the Doctoral Nursing

Department, Dreher developed one of the first Doctor of Nursing Practice programs in the country in 2005. This program prepared doctoral advanced nursing practice clinical scholars and included the first mandatory doctoral nursing study abroad program in the U.S.

A graduate of the University of South Carolina (AS, BSN, MN), Dreher received his PhD in nursing science from Widener University. He continued as a post-doctoral fellow at the University of Pennsylvania Center for Sleep and Respiratory Neurobiology, School of Medicine, and School of Nursing, specializing in sleep in medical and psychiatric illness.

Dreher regularly contributes to scholarly publications on advanced practice doctoral nursing education and has co-authored three books, including *Philosophy of Science for Nursing Practice* (with Michael Dahnke) which received a 5-Star Doody Review in 2011 and was selected as a Core Doody Title for 2011-2013, and two first place American Journal of Nursing Books of the Year: *Role Development for Doctoral Advanced Nursing Practice* (2011, with Mary Ellen Smith Glasgow) and *Legal Issues Confronting Today's Nursing Faculty* (2012, with Mary Ellen Smith Glasgow and Toby Oxholm, III). Dreher is an Associate Editor for *Clinical Scholars Review: The Journal of Doctoral Nursing Practice* and edits a column on practice evidence. He is well known as a national and international scholar on the professional/practice doctorate and was inducted as a Fellow in the American Academy of Nursing (AAN) in 2012, for outstanding achievements in the discipline.



CNR seniors Kamala Brown (left) and LeeAnne Daley (right) take measurements at Glenwood Lake.

CNR Students Research Health of Glenwood Lake

Over the summer, the Glenwood Lake Association enlisted the help of Associate Professor of Chemistry Elvira Longordo and three CNR students to research the health of Glenwood Lake, which ultimately empties into a brook that feeds the Long Island Sound. Concern about its water quality spiked recently when a number of crawfish crawled out of the lake and died on its shore.

The Association is supporting the students with lakeside assistance and \$2,000 in funds as they conduct research on whether the lake is threatened by natural causes or human activities. For the students majoring in chemistry and biology, the project also offers an opportunity to use sophisticated instruments and sharpen their field research skills while working on a real-world problem related to their majors.

Along with Longordo, Manuela Patino SAS'15, LeeAnne Daley SAS'15, and Kamala Brown SAS'16 took measurements of dissolved oxygen, phosphates, nitrates, pH, temperature, alkalinity, salinity, and turbidity. In a class this fall, the students will analyze the data, put it together with conclusions and observations, and then make a presentation to the Association.

Daley, who grew up in the Bronx without much exposure to woodsy open areas, first worked with Longordo on a Tibbetts Park field project and sought her for the chance to work on a new project. "After that first experience I knew I liked working in the field. It's more interesting than staying in the lab every day. I definitely want to go into research," she explained.

—Elizabeth Weisman

New Certificate Programs Announced

The School of Arts & Sciences has introduced two new certificate programs—Forensic Studies and Sports Marketing.

The 15-credit Forensic Studies Certificate combines classroom and laboratory coursework to provide students with the knowledge, skills, and experiences to understand the role of scientific investigation in today's law enforcement and criminal justice sectors.

"For science majors, the certificate provides a practical application of the skills they learn in their chemistry and biology classes, as well as an opportunity to explore the social, psychological, and legal dimensions of forensic studies," explains Dr. Roblyn Rawlins, SAS Certificate Programs Coordinator and Associate Professor of Sociology.

"For non-science majors, the fundamentals course provides a laboratory

experience focused on a compelling and important topic area."

The Sports Marketing Certificate program prepares students to work within sports-related environments—from local teams to global corporations—with an emphasis on the marketing of sports and sports-related products and brands.

According to Dr. Michael Quinn, Program Director and Associate Professor of Communication Arts, "Students understandably tend to know a great deal about the famous athletes of their favorite sport. In this program, we try to expand their horizons to show what goes into sport as an industry: the marketing aspect, important legal issues, the relationship among leagues, owners, agents, and players."

—Elizabeth Weisman



CNR student Abisabar Gómez with children in Haiti

Students Volunteer in Haiti

Faculty, staff, and a dozen students from all four schools of the College spent a week in Haiti recently to help communities in a country still recovering from a devastating earthquake in 2010.

The Plunge Service Trip took the volunteers to Jeremie, in western Haiti, where they worked to fix up a newly-built high school library and cleaned and catalogued book donations. The Plunge team also distributed teddy bears made by student leaders at CNR.

Some of the students on the trip have direct links to Haiti. Social work major Arielle Tillus SAS'15 was born in the United States but still has family in Haiti, while Vayola Justinien SN'14 moved from Port-au-Prince when she was 15.

CNR Welcomes Ursuline Educators for Global Education Conference

Ursuline educators from all over the United States and the world learned from each other and got a sense of the size of the Ursuline community at the Global Education Conference held at CNR in June.

"It's been very insightful," said Brandon Dougherty, a teacher attending the conference with colleagues from the Ursuline Academy in Wilmington, DE. Meeting a lot of people from different cultures has been invigorating, he said, "just the impression of the vastness of the Ursuline network."

"We are proud to be part of this important network," said President Judith Huntington, who welcomed the attendees. "What a wonderful opportunity...to share thoughts and ideas on how to advance Ursuline education around the world."

The conference, with the theme of "Global Education in the Ursuline Spirit," was the first event of its kind organized by Ursuline Educational Services, which seeks to connect institutions sponsored or affiliated with Ursuline congregations in the United States and Canada. It has drawn participants from the U.S., Canada, Brazil, England, France, Germany, Ireland, Mexico, Peru, Thailand, and elsewhere.

Shu Fen Chang, Assistant Professor at Wenzao Ursuline University of Languages, and five colleagues traveled from Taiwan to attend the conference. "The various speeches have been inspiring," she said, but the first presentation,



Educators at Ursuline schools from around the world attended the Global Education Conference held at CNR in June.

"Redeeming Administration," by Ann Garrido, had made the biggest impression so far.

"Most discussions about school administrators focus on leadership," Chang said. Garrido, on the other hand, stressed the importance of the spirituality of educational leaders. Garrido, who has written a book on the topic, sought to show administrators how to experience their administrative work as part of the Church ministry.

Attendees had plenty of lively discussions after each talk, and visited local Ursuline institutions—the Academy of Mount St. Ursula and The Ursuline School. Participants also had the opportunity to travel to the city, which was exciting for Chang, who was in New York for the first time.

Judy Wimberg, Director of Ursuline Educational Services, said the proximity to New York is one of the reasons the conference was being held at the College. "We know that when people come to the United States, New York is a port of entry," she said. "Plus, it's an exciting place to come."

—Mark Ramirez

Distinguished Alumnae Honored at Women of Leadership Gala



Five distinguished alumnae were honored at the 2014 Dorothy Ann Kelly, OSU, Women of Leadership Gala held at Glen Harbour Island Club in New Rochelle.

Accepting their awards were Alice Gallin, OSU, educator, scholar, and historian; Ellen Mooney Hancock, former Chairman and CEO of Exodus Communications; Aulana Pharis Peters, retired Partner of Gibson, Dunn & Crutcher and former Commissioner of the U.S. Securities and Exchange Commission; Mercedes Ruehl, award-winning actress of theater, film, and television; and Patricia Tracey, Vice President of Homeland Security and Defense Services, Hewlett Packard Enterprises Services U.S. Public Sector.



"They have distinguished themselves and demonstrated extraordinary leadership in predominantly male dominated fields," said President Judith Huntington, who presented the awards with Elizabeth LeVaca, Chair of the Board of Trustees. "They continue to exemplify the characteristics of their Ursuline education as independent, confident, self-assured women of intellect, conscience and compassion in the spirit of *serviam*."

Clockwise from top left: Mercedes Ruehl was among those alumnae honored at the Women of Leadership Gala. CNR trustees Brother Tyrone Davis & Celeste Johnson '77. CNR trustee Rosa Barksdale '75 & Leroy Barksdale. Members of the Class of 1983 pose for a selfie at the Gala.

Graduates Gather for 76th Annual Alumnae/i College

The CNR graduate who over the summer became the first female president of California State University at Long Beach in its 65-year history shared how her Ursuline education has helped her in her distinguished career during her keynote address at the 76th annual Alumnae/i College in June.

"I hope to illustrate that the experiences offered to me by my family, educators, you all, are now known to be strong predictors of success and happiness," said Jane Close Conoley '69.

Conoley graduated cum laude from The College of New Rochelle with a degree in psychology, and earned her PhD in psychology from the University of Texas at Austin. She took office at Long Beach on July 15, leaving the University of California Riverside, where she has served as dean of the Gevirtz Graduate School of Education and professor of counseling, clinical and school psychology.

"If the Ursulines taught me—and perhaps you—anything, it was to make the best of every situation," said Conoley. She showed a chart from a study that concluded that happiness and thriving is determined 50 percent by genetics, 10 percent by circumstances, and 40 percent by intentional activity.

That intentional activity—prayer, forgiveness, social action, gratitude, acceptance, seeing the bigger picture, relating it to God's plan, working harder, sticking with it, believing in self—are all lessons learned from the Ursulines, Conoley said.

Their semi-cloistered existence showed that "living in a simple way could be a circumstance for happiness."

Conoley said the Ursulines also imparted on her the idea that we are part of a much bigger world. "We are affected by everything around us," she said, "so be humble, see the big picture, work at many levels when you are interested in change, but know that personal change is key."

Conoley flashed a photo of the diverse student body at Long Beach State. "This will be America in 50 years," she said, with no clear majority culture, "so I am motivated to be sure every group is as educated as possible."

President Judith Huntington welcomed the returning graduates, and presented the Women of Achievement, Ursula Laurus, and Angela Merici awards in a ceremony following the keynote. She also shared details of the College's Strategic Plan.

The weekend opened with a Welcome Back to CNR barbecue on Friday evening. In addition to the keynote and awards ceremony, Saturday also featured a luncheon celebration; class photos, meetings, and workshops; a holistic spa; a Golden Anniversary Tribute Dinner for the Class of 1964; and "A Night in Monte Carlo," the Alumnae/i Dinner Celebration.

—Mark Ramirez



A Jane Close Conoley '69 delivers keynote address.

B Joan Fiori Blanchfield '64, Valerie Puglisi Cesca '64, & Jacqueline Compton D'Alessio '64

C Anne Sweeney '79, Elaine Donovan Blair '64, CNR President Judith Huntington, Joan Rombach Chisholm '59, & Mary Ann Geraci Marriott '59

D Mary Jane Robertshaw, OSU '51, Gabriella Veleba Bondy '59, & Patricia Miod Kriss '69

E Mariann Jablosky Funch '79, Margaret Faber Maloney '79, Margaret Butler '79, M. Carmen Butler '79, Jodie Groth Mitchell '79, & Donna Strudwick '79

We Remember

Woodrow Bovell

A dedicated member of the College Community, Woodrow Bovell died on January 7. Woodrow joined the College as Assistant Director, Learning Support Services in 1995. During his tenure, he held many positions, including Director of Learning Support Services, Director of Center for Academic Excellence, and most recently Master Tutor. Admired and respected by his peers and students, his commitment to teaching and sharing knowledge was a gift to students across all four schools. His generosity and kind spirit will be missed.



Elisabeth Brinkmann, RSCJ

A conscientious and dedicated instructor, Sr. Elisabeth Brinkmann died on April 29. As Assistant Professor Religious Studies at CNR from 2003 to 2011, she taught numerous courses in both religious studies and writing. Sr. Elisabeth cared deeply about her

students and about the craft of teaching, and demonstrated a willingness to link events and activities outside of the class to the content of her courses. An active member of the CNR Community, she also served as the academic advisor for students entering SAS through the SONA program (which offers students the opportunity for eventual admission to the School of Nursing).



Dr. Joan Carson

An extraordinary scholar, teacher, and colleague, and much beloved by her students, Dr. Joan Carson, Professor Emerita of English, passed away on March 4. The daughter of alumna Dorothy Hume Carson '15, Joan first came to The College of New Rochelle

in 1939 as a freshman. From that point forward, the College was the center of Joan's professional and personal life. Joan joined the faculty of the School of Arts & Sciences in 1955. A medievalist, she taught in the English Department for 36 years, until her retirement in 1991.

A constant inspiration to her students, she had a great interest in Jungian psychology, the occult, the physics of black holes, and travel. She was a particular "hit" each year at Strawfest, when she dressed in swaths of colorful cloth and read palms. Former students described her as the "best mentor." Her circle of friends was large. Sr. Dorothy Ann Kelly, a cherished friend, helped her move from her home when physical frailty made it necessary. Joellen Vavasour, among other friends, took Joan out for dinners, relishing both

reminiscences and local CNR news. The many who filled Holy Family Chapel to celebrate her life during a special memorial mass clearly demonstrated the tremendous impact she had on so many during her long connection with her beloved alma mater.

Colette Conroy

Director of Counseling Services from 1965 to 1978, Colette Conroy passed away on June 9. As CNR grew from one school to four, Colette developed the services of the office to meet the needs of the students and oversaw the training of resident assistants in addition to testing, graduate school advisement, and personal and career counseling.



Winifred Danwitz, OSU

On April 29, Winifred Danwitz, OSU, passed away at the age of 94.

Sr. Winifred was a young college graduate with a MA in speech when she took a job teaching English at the Ursuline Academy in the Bronx, her first introduction to the Ursulines.

She later became an Ursuline herself, entering the Order in 1945. Soon after her first profession, she joined the Speech-English faculty at CNR and taught speech remediation until 1960. The following year, she founded the Mount Saint Ursula Speech Center to serve at-risk children with speech and hearing disabilities.

Sr. Winifred returned to CNR in 1973, teaching special education in the Graduate School and serving as Coordinator of the Program in Language Learning during a period as well, before retiring from CNR in 1987. She later founded Angela House, a transitional residence for homeless women and their children.




Patricia Furman

For more than 30 years, Pat Furman, who died on March 4, served the students of the School of New Resources in various positions, including Dean of Support Services, Assistant Dean, Campus Director, and Adjunct

Professor. She was a member of the Ursuline Social Outreach, The Upper Room, The Inter-religious Council, and The Art Council of The College of New Rochelle. Pat first came to CNR in 1980, retiring in 2012, and during her long tenure was always willing to be of assistance, lovingly sharing herself with the School of New Resources staff and her beloved students.

May They Rest in Peace



**“Without my scholarship,
I wouldn’t be attending
college right now.”**

— MICHELLE GOYKE SAS’16

A scholarship recipient at CNR, Michelle Goyke is an honors student and communication arts major in the School of Arts & Sciences. During her first semester at CNR, a friend approached her to write *The Tatler*. From that start as a contributor, she soon became a staff writer, and this fall is the student newspaper’s editor in chief.

She is also taking the helm of *Femmes d’Esprit*, the magazine of the College’s Honors Program. Published four times a year, it provides an outlet for creative and scholarly writing and art work.

The Honors Program has afforded her other opportunities as well. She leapt at the chance to take part in the Northeast Regional Honors Council’s annual conference in April of this year,

held in Niagara Falls. Michelle and fellow Honors student Catherine Baudendistel led a roundtable discussion on “The Borders of Sanity: Do We Really Need that Xanax?” The presentation tackled the over prescription of mental health medication, and came out of the fall Honors seminar American Anxieties.

Michelle also uses her skills to help fellow students one-on-one, as a tutor for the Writing Center. She served as secretary of her sophomore class and is her junior class’ vice president. Plus, she gives tours of the campus as a student ambassador.

After graduation, Michelle plans to go to graduate school. “I love to learn,” she says.

Scholarships continue to be a vital resource for our students. Your gift to the Annual Fund helps students like Michelle earn their degrees. To contribute to the Annual Fund and support scholarships, please use the enclosed envelope or make a gift online through our secure website at www.mycnr.com/makeagift.



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